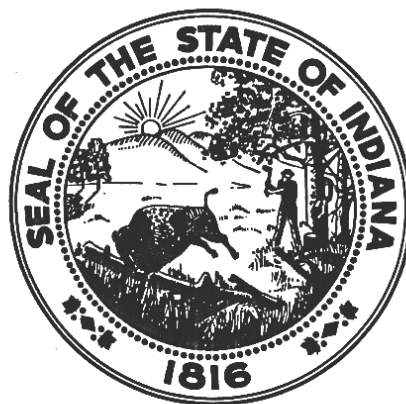


**CORRELATION OF THE INFORMATION LITERACY STANDARDS AND
INDIANA'S ACADEMIC STANDARDS FOR
HEALTH EDUCATION**



**Prepared by the
Indiana Department of Education
School Library Media Specialists' Leadership Cadre
Information Literacy Task Force Committee**

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INDIANA INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

The Indiana Department of Education, Office of Learning Resources, supports the need for the Indiana Academic Standards 2000 to address student library information literacy standards. Charged with this task, the School Library Media Specialists' (SLMS) Cadre Information Literacy Task Force Committee, a collaborative committee of members of the Indiana Department of Education's Technology Leadership School Library Media Specialists and the Association of Indiana Media Educators (AIME), developed a correlation document. It correlates to the Nine Information Literacy Standards developed by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) into Indiana's Academic Standards for Health Education.

A copy of this document, Correlation of the Information Literacy Standards and Indiana's Academic Standards for Health is available at www.doe.state.in.us/olr.

Purpose of the Correlation of Library Information Literacy Standards and Indiana's Academic Standards for Health Education

The mission of the school library program as stated in Information Power: Building Partnerships for Learning (1998) is to "ensure that students and staff are effective users of ideas and information."

The Correlation of the Information Literacy Standards and Indiana's Academic Standards for Health Education identifies the School Library Information Literacy Standards in the newly adopted Indiana's Academic Standards for Health Education. SLMS will use these standards to work cooperatively with the building principals, classroom teachers and other professional staff members to insure that student library information literacy standards are taught through a collaborative effort in all curricular areas.

Indiana Legal Requirements for School Library Media Program

The Indiana Administrative Code, 511 IAC 6.1-5.6 Media Program delineates the minimum requirements for a school library media program:

Sec. 6. All schools shall have a media program that is an integral part of the educational program. A licensed media specialist shall supervise the media program. Each school shall spend at least eight dollars (\$8) per student per year from its 222000 account to maintain its media program. (*Indiana State Board of Education; 511 IAC 6.1-5.6; filed Jan 9, 1989, 11:00 a.m.: 12 IR 1192*)

RELATIONSHIP BETWEEN READING IMPROVEMENT AND SCHOOL LIBRARY MEDIA PROGRAM

The direct relationship between reading improvement and an active school library media program staffed by a licensed professional librarian is substantiated by research studies released within the past two years in Colorado, Pennsylvania, and Alaska. [These published studies include: How School Librarians Help Kids Achieve Standards; the Second Colorado Study (April 2000); Information Empowered; The School Librarian as an Agent of Academic Achievement in Alaska Schools (1999); Measuring Up to the Standards; The Impact of School Library Programs and Information Literacy in Pennsylvania Schools (February 2000).]

A Study of the Differences Between Higher-and Lower-performing Indiana Schools, a study by NCREL commissioned by Superintendent of Public Instruction, Dr. Suellen Reed, was published in February 2000. The study reports one necessary component to increase student performance in lower-performing schools is to “increase student access to instructional and print materials in lower-performing schools, including regular and flexible access to a working library.”

In this context, a working school library with flexible access is open during the regular school hours, is staffed by a professional, licensed school library media specialist, and provides for open and easy access by individual students. Using best practices supports the use of collaboratively planned units involving the classroom teacher and the school library media specialist (SLMS). Dr. David V. Loertscher in Reinventing Indiana’s School Library In the Age of Technology; A Handbook for Principals and Superintendents states that the library collection shall contain the “right materials for the right learners at the right time in every format available” to support curriculum and recreational reading needs. Through the use of Library Information Literacy Standards, teachers and SLMS work cooperatively to plan, teach, and assess the progress of students’ learning.

THE NINE INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

Information Literacy

The student who is information literate

ILS 1: **accesses information** efficiently and effectively.

ILS 2: **evaluates information** critically and competently.

ILS 3: **uses information** accurately and creatively.

Independent Learning

The student who is an independent learner is information literate and

ILS 4: **pursues information** related to personal interests.

ILS 5: **appreciates** literature and other creative expressions of **information**.

ILS 6: strives for excellence in information seeking and knowledge generation (**generates knowledge**).

Social Responsibility

The student who contributes positively to the learning community and to society is information literate and

ILS 7: **recognizes the importance of information in a democratic society**.

ILS 8: **practices ethical behavior** in regard to information and information technology.

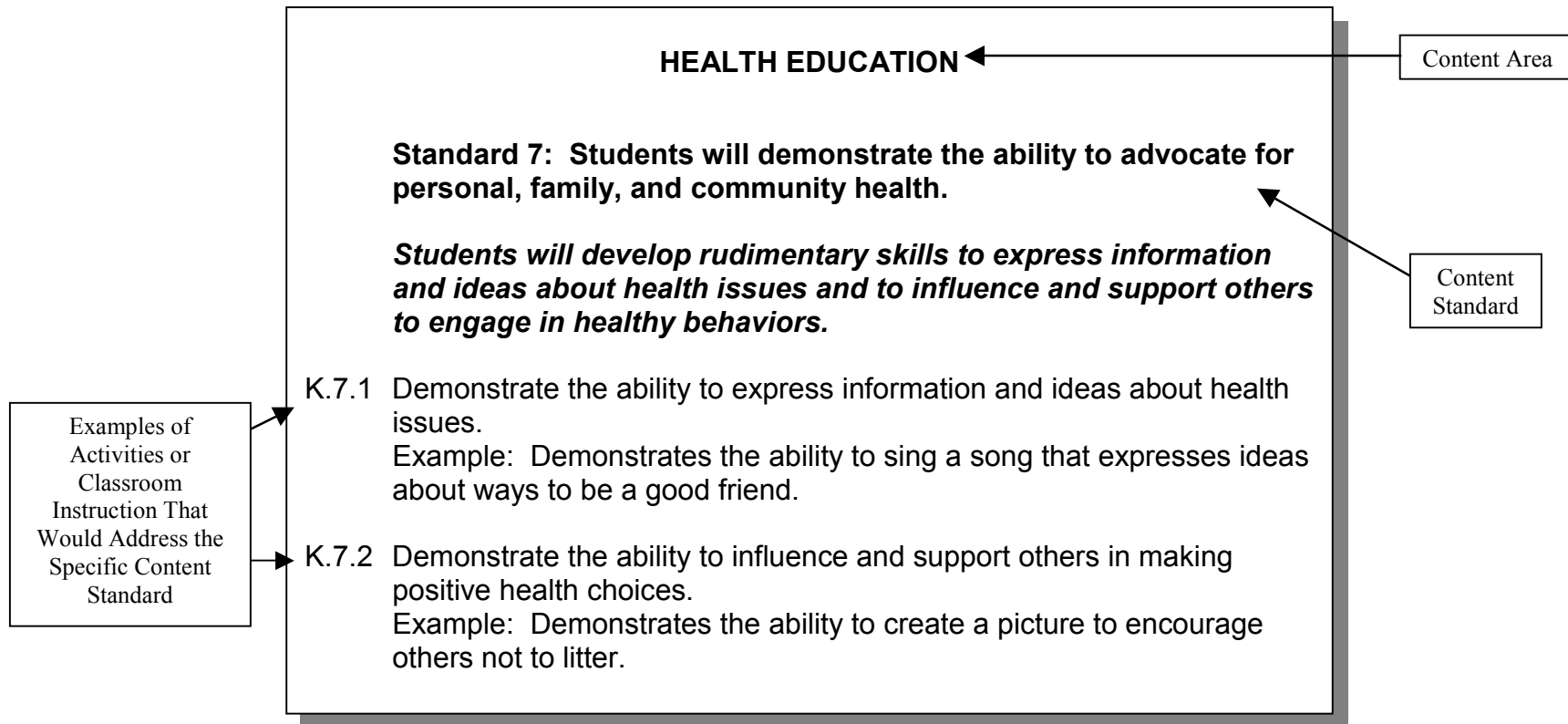
ILS 9: participates effectively in groups to pursue and generate information (**shares and collaborates**).

* **Bold face** on this page indicates shortened phrasing used in listing of Information Literacy standards in the Correlation of the Library Information Literacy Standards and Indiana's Academic Standards for Health Education.

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READING THE STANDARDS AT EACH GRADE LEVEL

Each of the Health Education Standards includes the following components to aid teachers in understanding and incorporating them into their instruction.



INDICATOR NUMBER	CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR HEALTH Release date 2003	ILS 1 ACCESSES INFORMATION	ILS 2 EVALUATES INFORMATION	ILS 3 USES INFORMATION	ILS 4 PURSUES INFORMATION	ILS 5 APPRECIATES INFORMATION	ILS 6 GENERATES KNOWLEDGE	ILS 7 RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	ILS 8 PRACTICES ETHICAL BEHAVIOR	ILS 9 SHARES AND COLLABORATES
	Kindergarten									
	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.									
	<i>Students begin to develop rudimentary knowledge of the relationship between health behaviors and health, the basic structure and functions of the body, the influence of external factors on health, signs of illness, ways to prevent injury and illness among children, and basic health terms and concepts.</i>									
K.1.1	Identify responsible health behaviors. Example: Identifies not using tobacco is a responsible health behavior.	x	x	x					x	
K.1.2	Explain relationship between personal health behaviors and individual well-being. Example: Explains that eating a healthy breakfast gives them energy to play and learn, pay attention at school, and not feel grouchy.	x	x	x			x			x
K.1.3	Describe the basic structure and functions of the human body systems. Example: Describes sight as a function of eyes.	x		x			x			x
K.1.4	Describe how physical, social, and emotional environments influence personal health. Example: Describes how teasing hurts feelings.	x	x	x			x			x
K.1.5	Describe ways in which a healthful school and community environment influences personal health. Example: Describes how playground safety rules prevent children from being injured.	x	x	x			x	x		x
K.1.6	Identify signs of illness in children. Example: Identifies a runny nose, coughing, sneezing, and fever as signs of illness in children.	x		x						
K.1.7	Explain how childhood injuries and illnesses can be prevented or treated. Example: Explains that the use of bicycle helmets helps prevent head injuries.	x	x	x	x		x		x	x
K.1.8	Explain basic health terms and concepts. Example: Explains that medicines are drugs that help people who are hurt or sick.	x		x			x			x
	Standard 2: Students will demonstrate the ability to access and evaluate health information, products, and services.									
	<i>Students will develop rudimentary skills to identify sources of valid health information, explain the influence of media on the selection of health products, locate health helpers, and explain basic symbols on the labels of health products.</i> INSPIRE>Kids' Links> 4Kids									
K.2.1	Identify resources from home, school, and community that provide valid health information. Example: Identifies parents, teachers, and doctors as people who provide valid health information.	x	x	x	x			x		
K.2.2	Explain that media influences the selection of health products. Example: Explains that television advertisements encourage children to want to eat specific brands of breakfast cereals.	x		x						x

K.2.3	Demonstrate the ability to locate school and community health helpers. Example: Demonstrates the ability to call 911 in an emergency.	x		x			x			x
K.2.4	Explain the meaning of basic signs, symbols, and warning labels. Example: Explains that a poison symbol on a container means that there is a poison in the container.	x		x			x			x
	Standard 3: Students will demonstrate the ability to apply self-management skills to enhance health									
	<i>Students will develop rudimentary self-management skills to handle stress and cope with feelings; avoid and seek help in threatening situations; assess personal health perceptions and behaviors; and promote personal hygiene and prevent injury.</i> INSPIRE>Kids' Links>Ask Jeeves for Kids									
K.3.1	Demonstrate how to apply skills to manage stress. Example: Demonstrates how to use play as a way to deal with stress.	x	x	x			x			x
K.3.2	Demonstrate how to apply coping strategies when feeling anxious, upset, angry, too excited, or out of control. Example: Demonstrates how to tell a friend or trusted adult their feelings when upset.	x	x	x			x			x
K.3.3	Demonstrate ways to avoid trouble and how to seek help in threatening situations. Example: Demonstrates how to yell no and seek help from a trusted adult when asked to go with a stranger.	x	x	x	x		x	x	x	x
K.3.4	Demonstrate the ability to assess personal health perceptions and behaviors. Example: Identifies fruits that one enjoys eating.	x	x	x	x		x			x
K.3.5	Demonstrate personal hygiene skills. Example: Demonstrates how to correctly wash one's hands.	x		x			x			x
K.3.6	Demonstrate safety skills needed to avoid injury. Example: Demonstrates how to stop, drop, and roll to put out a clothing fire.	x	x	x			x		x	x
	Standard 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.									
	<i>Students will develop rudimentary skills to analyze the influence of family and culture on health behaviors and the influence of media on thoughts, feelings, perceptions, and health behaviors.</i>									
K.4.1	Describe how the family influences personal health behaviors. Example: Describes how parents encourage children to be physically active.	x	x	x			x			x
K.4.2	Explain that individuals have different cultural backgrounds that influence personal health behaviors. Example: Explains that one's cultural background influences the types of foods that one eats (e.g., burritos).	x	x	x	x		x	x		x
K.4.3	Explain that media influences thoughts, feelings, perceptions, and health behaviors. Example: Explains that television programs may encourage children to engage in healthy behaviors such as helping others.	x	x	x			x			x
	Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.									
	<i>Students will describe verbal and nonverbal communication and characteristics of a responsible friend and family member. Students will develop rudimentary skills to use I messages, communicate assertively, and communicate care, consideration, and respect of self and others. Students will also develop rudimentary attentive listening, refusal, and conflict resolution skills.</i>									
K.5.1	Describe verbal and nonverbal communication. Example: Explains that nonverbal communication includes the use of gestures and facial expressions.	x		x			x			x
K.5.2	Describe characteristics needed to be a responsible friend and family member. Example: Describes a responsible friend and family member as a person who helps, shares, and listens.	x	x	x			x	x		x
K.5.3	Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies. Example: Demonstrates how to ask for help in a positive and polite manner.	x	x	x			x	x		x
K.5.4	Demonstrate ways to communicate care, consideration, and respect of self and others. Example: Demonstrates how to express concern for a friend or family member who has been hurt or has a problem.	x		x			x	x		x
K.5.5	Demonstrate attentive listening skills to build and maintain healthy relationships.	x	x	x			x	x		x

	Example: Demonstrates how to not interrupt or talk when someone else is talking.									
K.5.6	Demonstrate refusal skills to enhance health.	x		x			x			x
	Examples: Demonstrates how to firmly say no and tell a trusted adult to avoid pressure to play with matches.									
K.5.7	Demonstrate positive ways to resolve conflicts.	x		x			x			x
	Example: Demonstrates how to share and take turns when playing with classmates.									
	Standard 6: Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.									
	<i>Students will explain when they should seek help to make health decisions and set health goals. Students will also develop rudimentary skills to apply a decision-making process to make health choices and set and monitor progress toward short-term health goals.</i>									
K.6.1	Explain when to ask for assistance in making health related decisions and setting health goals.	x	x	x	x		x			x
	Example: Explains that one should ask a parent for help in making choices related to physical activity and sports participation.									
K.6.2	Demonstrate the ability to apply a decision-making process to health issues and problems.	x	x	x	x		x		x	x
	Example: Demonstrates the ability to identify healthy choices when designing a meal.									
K.6.3	Demonstrate the ability to set a short-term personal health goal and monitor progress toward its achievement.	x	x	x	x		x	x	x	x
	Example: Demonstrates the ability to set a short-term personal goal to brush one's teeth twice a day and use a chart to keep track of their tooth brushing behavior for one week.									
	Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.									
	<i>Students will develop rudimentary skills to express information and ideas about health issues and to influence and support others to engage in healthy behaviors.</i> INSPIRE>Kids' Links>Yahooligans!									
K.7.1	Demonstrate the ability to express information and ideas about health issues.	x	x	x	x		x			x
	Example: Demonstrates the ability to sing a song that expresses ideas about ways to be a good friend.									
K.7.2	Demonstrate the ability to influence and support others in making positive health choices.	x	x	x			x	x	x	x
	Example: Demonstrates the ability to create a picture to encourage others not to litter.									

INDICATOR NUMBER	CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR HEALTH Release date 2003	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Grade 1									
	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.									
	<i>Students develop a fundamental knowledge of the relationship between health behaviors and health, the relationship between physical and emotional health, the basic structure and functions of the body, the influence of external factors on health, reporting signs of illness, ways to prevent injury and illness among children, and basic health terms and concepts.</i>									
1.1.1	Identify responsible health behaviors. Example: States that a responsible health behavior is only using medicines with the help of a trusted adult.	X	X	X			X			
1.1.2	Describe relationships between personal health behaviors and individual well-being. Example: Describes how plenty of sleep helps one grow, learn, and feel well.	X	X	X	X		X			X
1.1.3	Describe the relationship between physical health and emotional health. Example: Describes how a stomachache can be related to feelings of stress.	X	X	X	X		X			X
1.1.4	Describe the basic structure and functions of the human body systems. Example: Describes how teeth are used for biting and chewing food.	X	X	X			X			X
1.1.5	Describe ways in which a healthful school and community environment influences personal health. Example: Describes how a clean school and community environment prevents the spread of germs.	X	X	X	X		X	X		X
1.1.6	Describe what children should do if they have signs of illness including fever, pain, and discomfort. Example: States that students should tell their teacher if they feel ill at school or their family if they feel ill at home.	X	X	X			X			X
1.1.7	Explain how childhood injuries and illnesses can be prevented or treated. Example: Explains that vaccinations protect the body from getting certain diseases.	X	X	X	X	X	X	X		X
1.1.8	Explain basic health terms and concepts. Example: Explains that tobacco use is a hard habit to stop.	X		X			X			X
	Standard 2: Students will demonstrate the ability to access and evaluate health information, products, and services.									
	<i>Students will develop fundamental skills to identify sources of valid health information, explain how media influences the selection of health products, locate health helpers, and obtain basic information from the labels of health products.</i> INSPIRE>Kids' Links>Ask Jeeves for Kids									
1.2.1	Identify resources from home, school, and community that provide valid health information. Example: Identifies parents, school nurses, and pharmacists as sources of valid health information.	X	X	X	X		X			
1.2.2	Explain how media influences the selection of health products. Example: Explains how television advertisements use free prizes or cartoon characters to encourage children to want to eat certain types and brands of foods.	X	X	X	X		X	X		X

1.2.3	Demonstrate the ability to locate school and community health helpers. Example: Demonstrates the ability to locate crossing guards for help in crossing streets.	X		X			X	X		X
1.2.4	Explain the meaning of basic signs, symbols, and warning labels. Example: Designs a warning sticker for a home medicine cabinet.	X	X	X	X	X	X	X		X
	Standard 3: Students will demonstrate the ability to apply self-management skills to enhance health.									
	<i>Students will develop fundamental self-management skills to handle stress and cope with feelings; avoid and seek help in threatening situations; assess personal health perceptions and behaviors; promote personal hygiene; and prevent injury.</i>									
1.3.1	Demonstrate how to apply skills to manage stress. Example: Demonstrates the ability to identify feelings of stress, identify ways to handle stress, and use strategies such as playing and talking with friends or family members to manage stress.	X	X	X			X			X
1.3.2	Demonstrate how to apply coping strategies when feeling anxious, upset, angry, too excited, or out of control. Example: Demonstrates the ability to identify angry feelings, calm down, and use healthy strategies such as talking with a friend or trusted adult and engaging in physical activity to communicate and cope with feelings of anger.	X	X	X			X			X
1.3.3	Demonstrate ways to avoid and seek help in threatening situations. Example: Demonstrates how to avoid fights with bullies by saying no, walking away, and telling a trusted adult.	X	X	X	X		X	X	X	X
1.3.4	Demonstrate the ability to assess personal health perceptions and behaviors. Example: Describes what makes them special and unique from others.	X	X	X	X		X			X
1.3.5	Demonstrate personal hygiene skills. Example: Demonstrates proper technique for brushing one's teeth.	X		X			X			X
1.3.6	Demonstrate safety skills needed to avoid injury. Example: Demonstrates how to cross streets safely.	X	X	X			X	X		X
	Standard 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.									
	<i>Students will develop fundamental skills to analyze how the family and culture influence health behaviors; the influence of media on thoughts, feelings, perceptions, and health behaviors; and the influence of technology on health and health behaviors.</i>									
1.4.1	Describe how the family influences personal health behaviors. Example: Describes how parents and other family members can encourage one another to eat healthy foods.	X	X	X			X			X
1.4.2	Explain that individuals have different cultural backgrounds that influence personal health behaviors. Example: Explains that physical activity choices such as playing soccer can be influenced by one's cultural background.	X	X	X	X		X	X		X
1.4.3	Describe the influence of media on thoughts, feelings, perceptions, and health behaviors. Example: Explains that television characters sometimes show people expressing anger in unhealthy ways.	X	X	X			X			X
1.4.4	Describe ways technology can influence health and health behaviors. Example: Describes how machines, such as cars, make it easier to do things but may lead us to be less physically active.	X	X	X	X		X		X	X

	Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.									
	<i>Students will distinguish between verbal and nonverbal communication and identify characteristics of a responsible friend and family member. Students will develop fundamental skills to use I messages, communicate assertively, and communicate care, consideration, and respect of self and others. Students will also develop fundamental attentive listening, refusal, and conflict resolution skills.</i>									
1.5.1	Distinguish between verbal and nonverbal communication.	X		X			X			X
	Example: Distinguishes between the use of words and the use of gestures, facial expressions, and tone of voice to communicate wants, needs, and feelings.									
1.5.2	Describe characteristics needed to be a responsible friend and family member.	X	X	X			X		X	X
	Example: Describes a responsible friend and family member as a person who helps, shares, listens, and is kind and polite.									
1.5.3	Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies.	X	X	X			X	X		X
	Example: Demonstrates how to say what one wants in a positive and polite manner.									
1.5.4	Demonstrate ways to communicate care, consideration, and respect of self and others.	X		X			X	X		X
	Example: Demonstrates how to show respect for others.									
1.5.5	Demonstrate attentive listening skills to build and maintain healthy relationships.	X	X	X			X	X		X
	Example: Demonstrates attentive listening skills by showing how to pay attention, not interrupt, and not talk when someone else is talking.									
1.5.6	Demonstrate refusal skills to enhance health.	X		X			X			X
	Example: Demonstrates how to say no, state a reason, suggest an alternative, say no again, walk away, and get help to avoid pressure to use a medicine without the help of a trusted adult.									
1.5.7	Demonstrate positive ways to resolve conflicts.	X		X			X			X
	Example: Demonstrates how to resolve a conflict by showing how to stay calm, work with the other person to identify choices to resolve the conflict, and agree on a choice that is fair for both persons.									
	Standard 6: Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.									
	<i>Students will explain when to ask for help in making choices and setting goals related to health and will identify the outcomes of healthy decisions. Students will develop fundamental skills to apply a decision-making process to health issues and problems and to set and monitor progress toward short-term health goals.</i> INSPIRE>Kids' Links> KidsClick!									
1.6.1	Explain when to ask for assistance in making health related decisions and setting health goals.	X	X	X	X		X			X
	Example: Explains that one should ask a parent for help in making choices related to healthy eating.									
1.6.2	Demonstrate the ability to apply a decision-making process to health issues and problems.	X	X	X	X		X		X	X
	Example: Demonstrates the ability to identify choices, explain what could happen as a result of each choice, and make a healthy choice related to physical activity.									
1.6.3	Predict outcomes of positive health decisions.	X	X	X	X	X	X		X	X
	Example: Predicts the outcomes of recycling bottles, cans, and paper rather than throwing them in the trash.									
1.6.4	Demonstrate the ability to set a short-term personal health goal and monitor progress toward its achievement.	X	X	X	X		X	X	X	X
	Example: Demonstrates the ability to set a short-term goal to help a member of their family every day and use a chart to keep track of their daily helping behavior for one week.									
	Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.									
	<i>Students will develop fundamental skills to express information and ideas about health issues and to influence and support others to engage in healthy behaviors.</i> INSPIRE>INSPIRE Kids>Primary Search									
1.7.1	Demonstrate the ability to express information and ideas about health issues.	X	X	X	X		X			X
	Example: Demonstrates the ability to draw a picture to explain why refusing to use tobacco is important.									
1.7.2	Demonstrate the ability to influence and support others in making positive health choices.	X	X	X			X	X	X	X
	Example: Demonstrates the ability to create a poster that encourages others to wash their hands.									

INDICATOR NUMBER	<p>CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR HEALTH</p> <p>Release date 2003</p>	ILS 1 ACCESSES INFORMATION	ILS 2 EVALUATES INFORMATION	ILS 3 USES INFORMATION	ILS 4 PURSUES INFORMATION	ILS 5 APPRECIATES INFORMATION	ILS 6 GENERATES KNOWLEDGE	ILS 7 RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	ILS 8 PRACTICES ETHICAL BEHAVIOR	ILS 9 SHARES AND COLLABORATES
	Grade 2									
	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.									
	<i>Students develop fundamental knowledge of the relationship between health behaviors and health, the dimensions of health, the relationship between physical and emotional health, the basic structure and functions of body systems, the influence of external factors on health, health problems of children, ways to prevent injury and illness among children, and basic health terms and concepts.</i>									
2.1.1	Identify responsible health behaviors.	X	X	X						
	Example: Identifies physical activity as a responsible health behavior.									
2.1.2	Describe relationships between personal health behaviors and individual well-being.	X	X	X			X			X
	Example: Describes how foods and beverages high in caffeine can make people feel nervous and make it hard to sleep at night.									
2.1.3	Identify examples of emotional, social, and physical health during childhood.	X	X	X						
	Example: Identifies respecting others and being able to make new friends as examples of social health.									
2.1.4	Describe the relationship between physical health and emotional health.	X	X	X			X			X
	Example: Describes how feelings of stress can cause stomachaches and headaches and make it hard to eat or sleep.									
2.1.5	Describe the basic structure and functions of the human body systems.	X		X			X			X
	Example: Explains that the skeletal system helps them move and protects parts of their body.									
2.1.6	Describe ways in which a healthful school and community environment influences personal health.	X	X	X			X	X		X
	Example: Explains how harmful things in the water can make people sick.									
2.1.7	Identify health problems of children that should be detected and treated early.	X		X						
	Example: Identifies vision and hearing problems as health problems of children that should be detected and treated early.									
2.1.8	Explain how childhood injuries and illnesses can be prevented or treated.	X	X	X	X		X		X	X
	Example: Explains how head lice can be prevented by not sharing brushes or combs and not wearing someone else's hat, helmet, or headphones.									
2.1.9	Explain basic health terms and concepts.	X		X			X			X
	Example: Explains that one should eat only small amounts of foods from the top of the food guide pyramid.									

	Standard 2: Students will demonstrate the ability to access and evaluate health information, products, and services.									
	<i>Students will develop fundamental skills to locate sources of valid health information and health helpers, explain how media influences the selection of health products, and obtain basic information from the labels of health products.</i> INSPIRE>Kids' Links>Ask Jeeves for Kids									
2.2.1	Demonstrate the ability to locate resources from home, school, and community that provide valid health information. Example: Demonstrates the ability to locate the school nurse to obtain valid health information.	X	X	X	X				X	
2.2.2	Explain how media influences the selection of health products. Example: Explains that television advertisements may use catchy phrases or famous people to encourage children to want specific types and brands of dental care products.	X		X						X
2.2.3	Demonstrate the ability to locate school and community health helpers. Example: Demonstrates the ability to locate police, fire, and emergency care personnel.	X		X				X		X
2.2.4	Obtain basic information from the labels of health-related products. Example: Locates the ingredient list on a food label.	X	X	X	X					
	Standard 3: Students will demonstrate the ability to apply self-management skills to enhance health.									
	<i>Students will develop fundamental self-management skills to handle stress and cope with feelings; avoid trouble and seek help in threatening situations; identify personal health needs; promote personal hygiene; and prevent and treat injuries.</i>									
2.3.1	Demonstrate how to apply skills to manage stress. Example: Demonstrates the ability to identify feelings and causes of stress and identify and use strategies such as play, talking with friends or trusted adults, and physical activity to manage stress.	X	X	X				X		X
2.3.2	Demonstrate how to apply coping strategies when feeling anxious, upset, angry, too excited, or out of control. Example: Demonstrates the ability to identify feelings and use strategies such as asking a trusted adult for help when feeling upset.	X	X	X				X		X
2.3.3	Demonstrate ways to avoid trouble and seek help in threatening situations. Example: Demonstrates how to stay safe around animals including telling a trusted adult and the animal's owner about an animal that has bitten someone.	X	X	X	X			X	X	X
2.3.4	Demonstrate the ability to identify personal health needs. Example: Demonstrates the ability to assess healthy habits and state whether they have healthy habits or have health habits they need to improve.	X		X				X		X
2.3.5	Demonstrate personal hygiene skills. Example: Demonstrates how to floss one's teeth.	X		X				X		X
2.3.6	Demonstrate safety skills needed to avoid injury. Example: Demonstrates bicycle safety skills.	X	X	X				X	X	X
2.3.7	Demonstrate basic first aid skills. Example: Demonstrates first aid for bleeding.	X	X	X				X		X

	Standard 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.									
	<i>Students will develop fundamental skills to analyze how the family, school, and culture influence health behaviors; the influence of media on thoughts, feelings, perceptions, and health behaviors; and the influence of technology on health and health behaviors.</i>									
2.4.1	Describe how the family and school influence personal health behaviors.	X	X	X			X			X
	Example: Describes how family members show children how to stay safe.									
2.4.2	Describe how culture influences personal health behavior.	X	X	X	X		X	X		X
	Example: Describes how culture influences the ways in which families celebrate holidays (e.g., favorite holiday foods).									
2.4.3	Explain how media influences thoughts, feelings, perceptions, and health behaviors.	X	X	X			X			X
	Example: Explains that movies may influence feelings such as fear or sadness.									
2.4.4	Describe ways technology can influence personal health and health behaviors.	X	X	X	X		X		X	X
	Example: Describes how new medicines can help children feel better when they are ill.									
	Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.									
	<i>Students will identify characteristics of a responsible friend and family member. Students will develop fundamental skills to use nonverbal and verbal communication, I messages, communicate assertively, and communicate care, consideration, and respect of self and others. Students will also develop fundamental attentive listening, refusal, and conflict resolution skills.</i>									
2.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health.	X		X			X			X
	Example: Demonstrates how to use both verbal and nonverbal communication strategies to express feelings.									
2.5.2	Describe characteristics needed to be a responsible friend and family member.	X		X			X			X
	Example: Describes a responsible friend or family member as a person who shares, listens, helps without having to be asked or told to help, works with others, is kind and honest, and shows respect.									
2.5.3	Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies.	X		X			X			X
	Example: Demonstrates how to match nonverbal communication with verbal communication when saying no to someone.									
2.5.4	Demonstrate ways to communicate care, consideration, and respect of self and others.	X		X			X	X		X
	Example: Demonstrates how to show respect through the way they act, talk, and touch.									
2.5.5	Demonstrate attentive listening skills to build and maintain healthy relationships.	X	X	X			X	X		X
	Example: Demonstrates attentive listening skills by showing how to pay careful attention, not interrupt, and not talk when someone else is talking.									
2.5.6	Demonstrate refusal skills to enhance health.	X		X			X			X
	Example: Demonstrates how to say no, give a reason, suggest something else to do, say no again, walk away, and get help from a trusted adult to avoid pressure to use tobacco.									
2.5.7	Demonstrate positive ways to resolve conflicts.	X		X			X			X
	Example: Demonstrates how to resolve a conflict by showing how to stay calm, agree that there is a problem, listen to the other person, work with them to identify choices to resolve the conflict, and agree on a choice that is fair for both persons.									

	Standard 6: Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.											
	<i>Students will explain when to ask for help in making choices and setting goals related to health and will identify the outcomes of healthy decisions. Students will develop fundamental skills to apply a decision-making process to health issues and problems and to set and monitor progress toward short-term health goals.</i> INSPIRE>Kids' Links> KidsClick!											
2.6.1	Explain when to ask for assistance in making health related decisions and setting health goals. Example: Explains one should ask for help from one's family when making a plan for escaping from a fire in the home.	X	X	X	X		X					X
2.6.2	Demonstrate the ability to apply a decision-making process to health issues and problems. Example: Demonstrates the ability to think about choices, identify what could happen as a result of each choice, and make the best choice when deciding what to do when they are angry with another person.	X	X	X	X		X			X	X	
2.6.3	Predict outcomes of positive health decisions. Example: Predicts the outcome of choosing to use sunscreen.	X	X	X	X	X	X			X	X	
2.6.4	Demonstrate the ability to set a short-term personal health goal and monitor progress toward its achievement. Example: Demonstrates the ability to set a short-term goal to engage in physical activity every day and use a chart for one week to keep track of their daily physical activity.	X	X	X	X		X	X	X	X	X	
	Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.											
	<i>Students will describe ways to communicate accurate health information and ideas. Students will also develop fundamental skills to express information and ideas about health issues and to influence and support others to engage in healthy behaviors.</i> INSPIRE>INSPIRE Kids!>Primary Search											
2.7.1	Describe ways to convey accurate health information and ideas. Example: Identifies rhymes and signs as ways to communicate information about tobacco, alcohol, and other drugs.	X	X	X	X		X					X
2.7.2	Demonstrate the ability to express information and ideas about health issues. Example: Demonstrates the ability to draw a picture to present information about how to stay safe when exercising.	X	X	X	X		X					X
2.7.3	Demonstrate the ability to influence and support others in making positive health choices. Example: Demonstrates the ability to develop a sign to encourage others to eat healthy foods for snacks.	X	X	X			X	X	X	X	X	

INDICATOR NUMBER	<p align="center">CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR HEALTH</p> <p align="center">Release date 2003</p>	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Grade 3									
	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.									
	<i>Students develop a basic knowledge of the relationship between health behaviors and health, the dimensions of health, the relationship between physical and emotional health, the basic structure and functions of body systems, the influence of external factors on health, health problems of children, ways to prevent injury and illness among children, and basic health terms and concepts.</i>									
3.1.1	Identify responsible health behaviors. Example: Identifies eating healthful foods as a responsible health behavior.	X	X	X			X			
3.1.2	Describe relationships between personal health behaviors and individual well-being. Example: Explains that the use of inhalants can cause an upset stomach, headaches, nosebleeds, confusion, hearing loss, brain damage, and death.	X	X	X	X		X			X
3.1.3	Identify examples of mental, emotional, social, and physical health during childhood. Example: Explains that feeling good about oneself and being able to identify what makes one unique and special are signs of emotional health.	X	X	X			X			X
3.1.4	Describe the relationship between physical health and emotional health. Example: Explains how exercising, eating well, and getting enough sleep helps people feel better emotionally when they are dealing with feelings of grief.	X	X	X			X			X
3.1.5	Describe the basic structure and functions of the human body systems. Example: Explains that the function of the respiratory system is to get oxygen from the air for the body and get rid of excess carbon dioxide from the body.	X	X	X			X			X
3.1.6	Describe ways in which a healthful school and community environment influences personal health. Example: Describes how rules against smoking on school property and many public places protect people from the effects of environmental tobacco smoke.	X	X	X			X	X		X
3.1.7	Identify health problems of children that should be detected and treated early. Example: Identifies ear infections as a health problem of children that should be detected and treated early.	X	X	X	X		X			
3.1.8	Explain how childhood injuries and illnesses can be prevented or treated. Example: Explains that use of safety gear helps prevent injuries when exercising.	X	X	X	X		X		X	X
3.1.9	Explain basic health terms and concepts. Example: Explains that addiction makes a person keep using a drug even when they want to stop.	X		X			X			X

	Standard 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.									
	<i>Students will develop basic skills to analyze how the family, school, and culture influence health behaviors; the influence of media on thoughts, feelings, perceptions, and health behaviors; and the influence of technology on health and health behaviors.</i> INSPIRE>INSPIRE Kids!>Newspaper Source									
3.4.1	Describe how the family and school influence personal health behaviors. Example: Describes how physical education teachers encourage children to be physically active.	X	X	X			X			X
3.4.2	Describe how culture influences personal health behavior. Example: Describes how culture influences choices for health care such as the use of herbal medicines.	X		X	X		X	X		X
3.4.3	Explain how media influences thoughts, feelings, perceptions, and health behaviors. Example: Explains how radio and television programs give us information, such as weather reports that we use to decide what to wear if it is cold outside or what to do if there is a tornado watch or warning.	X	X	X			X			X
3.4.4	Describe ways technology can influence personal health and health behaviors. Example: Describes how new forms of technology can help people learn about health (e.g., the Internet).	X	X	X	X		X		X	X
	Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.									
	<i>Students will identify characteristics of a responsible friend and family member. Students will develop basic skills to use nonverbal and verbal communication, I messages, communicate assertively, and communicate care, consideration, and respect of self and others. Students will also develop basic attentive listening, refusal, and conflict resolution skills.</i>									
3.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health. Example: Demonstrates how to use body language and tone of voice to say no.	X		X			X			X
3.5.2	Describe characteristics needed to be a responsible friend and family member. Example: Describes a responsible friend and family member as someone who works and communicates with others, and is compassionate, supportive, honest, trustworthy, dependable, and respectful.	X		X			X			X
3.5.3	Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies. Example: Demonstrates how to use I messages instead of you messages to express feelings.	X		X			X			X
3.5.4	Demonstrate ways to communicate care, consideration, and respect of self and others. Example: Demonstrates how to show respect of self by showing how to say no when pressured to do something that isn't right or safe.	X		X			X			X
3.5.5	Demonstrate attentive listening skills to build and maintain healthy relationships. Example: Demonstrates attentive listening skills by showing how to pay careful attention, listen to understand, not interrupt, and not talk when someone else is talking.	X	X	X			X	X		X
3.5.6	Demonstrate refusal and negotiation skills to enhance health. Example: Demonstrates how to say no, give a reason, suggest another activity, use humor, say no again, and walk away to refuse pressure to use alcohol.	X		X			X			X
3.5.7	Differentiate between negative and positive behaviors used in conflict situations. Example: Identifies name calling and hitting as negative behaviors and trying to see the other person's point of view and compromising as positive behaviors in conflict situations.	X	X	X	X		X	X		X
3.5.8	Demonstrate nonviolent strategies to resolve conflicts. Example: Demonstrates how to resolve a conflict by showing how to stay calm, agree that there is a problem, listen to the other person, work with them to identify choices to resolve the conflict, and compromise on a choice that is fair for both persons.	X	X	X	X		X	X		X

INDICATOR NUMBER	<p style="text-align: center;">CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR HEALTH</p> <p style="text-align: center;">Release date 2003</p>	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Grade 4									
	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.									
	<i>Students develop knowledge of the relationship between health behaviors and health, the dimensions of health, the relationship between physical and emotional health, the basic structure and functions of body systems, the influence of external factors on health, health problems of children, ways to prevent injury and illness among children, and basic health terms and concepts.</i>									
4.1.1	Identify responsible health behaviors.	X	X	X			X			
	Example: Identifies not using alcohol or other drugs as a responsible health behavior.									
4.1.2	Describes relationships between personal health behaviors and individual well-being.	X	X	X	X		X			X
	Example: Explains that tobacco use has a harmful effect on the heart and lungs and causes coughs, respiratory diseases, lung and mouth cancer, heart disease, high blood pressure, and stroke.									
4.1.3	Identify examples of mental, emotional, social, and physical health during childhood.	X	X	X	X		X			X
	Example: Identifies being free from disease as an example of physical health.									
4.1.4	Describe the relationship between physical health and emotional health.	X	X	X	X		X			X
	Example: Explains that too much stress can reduce the body's resistance to disease.									
4.1.5	Describe the basic structure and functions of the human body systems.	X	X	X			X			X
	Example: Explains that sensory nerves carry messages from sense organs (e.g., eyes see a stranger) to the brain, and that motor nerves carry messages from the brain to the body (e.g., tells muscles to run).									
4.1.6	Describe how physical, social, and emotional environments influence personal health.	X	X	X	X		X	X		X
	Example: Describes how people who are caring and encouraging help their friends feel good about themselves.									
4.1.7	Identify health problems of children that should be detected and treated early.	X	X	X			X			X
	Example: Explains that diabetes is a noninfectious disease of children and adults that should be detected and treated early.									
4.1.8	Explain how childhood injuries and illnesses can be prevented or treated.	X	X	X	X	X	X	X		X
	Example: Identifies safety measures for preventing electrical shock.									
4.1.9	Explain basic health terms and concepts.	X	X				X			X
	Example: Explains that aerobic exercises such as skating, fast walking, bike riding, and cross-country running build cardio respiratory endurance.									

	Standard 2: Students will demonstrate the ability to access and evaluate health information, products, and services.									
	<i>Students will develop skills to identify characteristics of valid health information, products, and services; locate sources of valid health information and health helpers; explain how media influences the selection of health information, products, and services; and analyze information from the labels of health products.</i>									
4.2.1	Identify characteristics of valid health information and health-promoting products and services. Example: Identifies Internet sources that end in .gov or .org as sources that usually provide valid health information.	X	X	X	X		X			
4.2.2	Demonstrate the ability to locate resources from home, school, and community that provide valid health information. Example: Demonstrates how to locate public health agencies (e.g., public health department) and voluntary health organizations (e.g., American Red Cross) that provide valid health information.	X	X	X	X		X			
4.2.3	Explain how media influences the selection of health information, products, and services. Example: Describes how alcohol advertisements make the use of alcohol look fun.	X	X	X	X		X	X		X
4.2.4	Demonstrate the ability to locate school and community health helpers. Example: Demonstrates the ability to locate community health helpers such as dispatchers and sanitarians.	X		X			X	X		X
4.2.5	Analyze information from the labels of health-related products. Example: Analyzes the label of over-the-counter medicines to determine their active ingredients and uses, warnings related to their use, and directions for correct use of the medicines.	X	X	X	X	X	X	X		X
	Standard 3: Students will demonstrate the ability to apply self-management skills to enhance health.									
	<i>Students will develop self-management skills to handle stress and cope with grief and anger; avoid trouble and seek help in threatening situations; identify personal health needs; promote personal hygiene; and prevent and treat injuries.</i> INSPIRE>INSPIRE Kids!>Primary Search									
4.3.1	Demonstrate how to apply skills to manage stress. Example: Demonstrates the ability to identify feelings and causes of stress and identify and use strategies to handle stress such as play, talking with friends or trusted adults, physical activity, listening to music, and deep breathing.	X	X	X			X			X
4.3.2	Demonstrate how to apply skills to manage grief and anger. Example: Demonstrates the ability to identify feelings associated with grief and identify and use strategies to deal with grief such	X	X	X			X			X
4.3.3	Demonstrate ways to avoid, reduce, and report threatening situations. Example: Demonstrates how to stay safe around weapons including telling a trusted adult about the weapon.	X	X	X	X		X	X	X	X
4.3.4	Demonstrate the ability to identify personal health needs. Example: Demonstrates the ability to assess personal hygiene needs (e.g., menstruation or odors related to perspiration) and identify behaviors that promote personal hygiene (e.g., use of sanitary products or deodorants).	X	X	X	X		X			X
4.3.5	Demonstrate strategies to improve or maintain personal health and hygiene. Example: Demonstrates how to care for skin (bathing, use of sunscreen, protective clothing), hair, and nails.	X		X			X			X
4.3.6	Demonstrate injury prevention and management (first aid) strategies for personal health. Example: Demonstrates strategies for treating minor wounds and burns.	X	X	X			X	X		X

	Standard 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.									
	<i>Students will develop skills to analyze how the family, school, and culture influence health behaviors; the influence of media on thoughts, feelings, perceptions, and health behaviors; and the influence of technology on health and health behaviors.</i> INSPIRE>INSPIRE Kids!>Newspaper Source									
4.4.1	Describe how the family and school influences personal health behaviors.	X	X	X			X			X
	Example: Describes how adult family members and school personnel serve as role models for healthy behaviors such as not using tobacco.									
4.4.2	Describe how culture influences personal health behavior.	X		X	X		X	X		X
	Example: Describes how cultures have different customs related to the use of alcohol such as always serving wine with dinner or not allowing the use of any form of alcohol.									
4.4.3	Explain how media influences thoughts, feelings, perceptions, and health behaviors.	X	X	X			X			X
	Example: Explains that television and magazines may make certain physical traits such as extreme thinness and very bulky muscles seem desirable when these traits and the often risky behaviors that result in these traits are unhealthy.									
4.4.4	Describe ways technology can influence personal health behaviors.	X	X	X	X		X		X	X
	Example: Explains how technology has influenced the availability and nutrient quality of food (e.g., drive up windows at fast food restaurants).									
	Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.									
	<i>Students will identify characteristics of a responsible friend and family member. Students will develop skills to use nonverbal and verbal communication, I messages, communicate assertively, and communicate care, consideration, and respect of self and others. Students will also develop attentive listening, refusal, and conflict resolution skills.</i>									
4.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health.	X		X			X			X
	Example: Demonstrates the ability to use nonverbal communication with verbal communication skills to refuse alcohol or other drugs.									
4.5.2	Describe characteristics needed to be a responsible friend and family member.	X		X			X			X
	Example: Describes a responsible friend or family member as someone who communicates with others, takes responsibility for their actions, and is cooperative, compassionate, supportive, honest, trustworthy, dependable, and respectful.									
4.5.3	Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies.	X		X			X			X
	Example: Demonstrates how to use assertive communication strategies rather than passive or aggressive communication strategies to communicate feelings.									
4.5.4	Demonstrate ways to communicate care, consideration, and respect of self and others.	X		X			X			X
	Example: Demonstrates how to communicate respect for others by showing how to be sensitive to the needs and feelings of someone who is different from them (e.g., student with a disability) and they do not know (e.g., a new student).									
4.5.5	Demonstrate attentive listening skills to build and maintain healthy relationships.	X	X	X			X	X		X
	Example: Demonstrates attentive listening skills by showing how to pay careful attention to both verbal and nonverbal communication, listen to understand, not interrupt, and not talk when someone else is talking.									
4.5.6	Demonstrate refusal and negotiation skills to enhance health.	X		X			X			X
	Example: Demonstrates how to say no, give a reason or an excuse, suggest another activity, use humor, say no again, and walk away to refuse pressure to engage in unsafe behaviors that could lead to an injury or death (e.g., swimming without a lifeguard).									

4.5.7	Differentiate between negative and positive behaviors used in conflict situations. Example: Identifies teasing and shoving as negative behaviors and keeping things light and backing off as positive behaviors in conflict situations.	X	X	X			X			X
4.5.8	Demonstrate nonviolent strategies to resolve conflicts. Example: Demonstrates how to resolve a conflict by showing how to stay calm and not make the conflict worse, assess risk of violence and leave if a weapon is present, agree that there is a problem, listen to the other person, work with them to identify choices to resolve the conflict, and compromise on a choice that is fair for both persons.	X		X			X			X
	Standard 6: Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.									
	<i>Students will explain when to ask for help in making choices and setting goals related to health and will identify the outcomes of healthy decisions. Students will develop skills to apply a decision-making process to health issues and problems and to set and monitor progress toward short-term health goals.</i>									
4.6.1	Explain when to ask for assistance in making health related decisions and setting health goals. Example: Explains that trusted adults should be asked for help when setting goals related to balancing food intake and physical activity.	X	X	X	X		X			X
4.6.2	Demonstrate the ability to apply a decision-making process to health issues and problems. Example: Demonstrates the ability to identify choices, identify what could happen as a result of each choice, make the best choice, and reflect on the result of the choice when making decisions related to not use alcohol or other drugs.	X	X	X	X		X		X	X
4.6.3	Predict outcomes of positive health decisions. Example: States the positive outcomes of not using tobacco.	X	X	X	X	X	X		X	X
4.6.4	Demonstrate the ability to set a personal health goal and monitor progress toward its achievement. Example: Demonstrates the ability to set a goal to consume more fruits and vegetables and use a chart for one week to keep track of their fruit and vegetable intake.	X	X	X	X		X	X	X	X
	Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.									
	<i>Students will identify characteristics of a responsible friend and family member. Students will develop skills to use nonverbal and verbal communication, I messages, communicate assertively, and communicate care, consideration, and respect of self and others. Students will also develop attentive listening, refusal, and conflict resolution skills.</i> INSPIRE>Indiana Links>Health and Medicine									
4.7.1	Describe a variety of ways to convey accurate health information and ideas. Example: States that health information and ideas can be communicated through the use of slogans and posters.	X	X	X	X		X			X
4.7.2	Demonstrate the ability to express information and ideas about health issues. Example: Demonstrates the ability to create a poster to express information and ideas about benefits of being physically active.	X	X	X	X		X			X
4.7.3	Identify community agencies that advocate for healthy individuals, families, and communities. Example: Identifies the American Lung Association and the American Cancer Society as voluntary health organizations that advocate for healthy individuals, families, and communities.	X	X	X	X			X		
4.7.4	Demonstrate the ability to influence and support others in making positive health choices. Example: Demonstrates the ability to create a bumper sticker to encourage others to not use tobacco.	X	X	X			X	X	X	X

INDICATOR NUMBER	<p style="text-align: center;">CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR HEALTH</p> <p style="text-align: center;">Release date 2003</p>	ILS 1 ACCESSES INFORMATION	ILS 2 EVALUATES INFORMATION	ILS 3 USES INFORMATION	ILS 4 PURSUES INFORMATION	ILS 5 APPRECIATES INFORMATION	ILS 6 GENERATES KNOWLEDGE	ILS 7 RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	ILS 8 PRACTICES ETHICAL BEHAVIOR	ILS 9 SHARES AND COLLABORATES
	Grade 5									
	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.									
	<i>Students develop knowledge of the importance of assuming personal responsibility for health behaviors, the relationship between health behaviors and health, interrelationships between the dimensions of health, the basic structure and functions of body systems, the influence of external factors on health, causes of disease, ways to prevent injury and illness among adolescents, and basic health terms and concepts.</i>									
5.1.1	Explain the importance of assuming responsibility for personal health behaviors.	X	X	X	X		X		X	X
	Example: Explains why it is important to assume responsibility for behaviors that promote personal hygiene (e.g., bathing or showering).									
5.1.2	Explain the relationship between personal health behaviors and the prevention of injury, illness, disease, and premature death.	X	X	X			X			X
	Example: Explains that alcohol use may lead to injuries, and alcohol abuse can lead to damage to body organs and systems and premature death.									
5.1.3	Describe the interrelationships of mental, emotional, social, and physical health.	X		X			X			X
	Example: Describes how learning new things helps people develop a positive self concept.									
5.1.4	Describe the basic structure and functions of the human body systems.	X		X	X		X			X
	Example: Describes how the circulatory system delivers oxygen and nutrients and carries away waste products from body tissues and organs.									
5.1.5	Describe how one's surroundings influence mental, emotional, social, and physical health.	X	X	X			X	X		X
	Example: Describes how schools help students develop mental, emotional, social, and physical health.									
5.1.6	Describe ways to reduce risks related to common health problems among adolescents.	X	X	X	X		X	X		X
	Example: Describes ways to prevent injuries at home.									
5.1.7	Discuss health problems that should be detected and treated early.	X	X	X	X	X	X	X		X
	Example: Explains why illnesses such as strep throat should be detected and treated early.									
5.1.8	Describe how pathogens are related to the cause or prevention of disease.	X	X	X	X		X			X
	Example: Explains that infectious diseases such as the common cold are spread by pathogens called viruses.									
5.1.9	Explain key health terms and concepts.	X		X	X		X			X
	Example: Explains the R.I.C.E. (rest, ice, compression, and elevation) acronym for treating bruises and sprains.									

	Standard 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.									
	<i>Students will develop skills to analyze how the family, school, peers, and technology influence health and health behaviors and how culture and media influence health behaviors.</i> INSPIRE>INSPIRE Kids!>Newspaper Source									
5.4.1	Describe how the family, school, and peers influence personal health and health behaviors.	X		X	X		X			X
	Example: Describes how the family, school, and peers influence personal decisions to abstain from alcohol and other drugs.									
5.4.2	Describe how culture influences personal health behavior.	X	X	X	X		X	X		X
	Example: Describes how culture influences the ways in which people communicate with one another such as the use of eye contact and the amount of personal space between people.									
5.4.3	Analyze how messages from media and other sources influence health behaviors.	X	X	X	X		X			
	Example: Analyzes how the media sends mixed messages about the use of violence to resolve conflicts.									
5.4.4	Analyze the influence of technology on personal and family health and health behaviors.	X	X	X	X		X			
	Example: Describes how technology has changed the ways young people play and entertain themselves and may lead them to engage in lower levels of physical activity.									
	Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.									
	<i>Students will identify characteristics of a responsible friend and family member. Students will develop skills to use nonverbal and verbal communication, I messages, communicate assertively, and communicate care, consideration, and respect of self and others. Students will also develop attentive listening, refusal, negotiation, and conflict resolution skills.</i>									
5.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health.	X	X	X	X		X			X
	Example: Demonstrates the ability to match nonverbal communication with verbal communication to express feelings.									
5.5.2	Describe characteristics needed to be a responsible friend and family member.	X	X	X	X		X		X	X
	Example: Describes a responsible friend or family member as someone who communicates with others, takes responsibility for their actions, and is cooperative, compassionate, supportive, honest, trustworthy, dependable, and respectful.									
5.5.3	Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies.	X	X	X	X		X			X
	Example: Demonstrates how to use assertive communication strategies rather than passive or aggressive communication strategies to ask for help.									
5.5.4	Demonstrate ways to communicate care, consideration, and respect of self and others.	X	X	X	X		X		X	X
	Example: Demonstrates how to express concern and offer help to a friend or family member who is having a problem.									
5.5.5	Demonstrate attentive listening skills to build and maintain healthy relationships.	X	X	X	X		X			X
	Example: Demonstrates attentive listening skills by showing how to pay careful attention to verbal and nonverbal communication, listen to understand, do not interrupt and provide verbal feedback that reflects the speaker's verbal and nonverbal communication.									
5.5.6	Demonstrate refusal and negotiation skills to enhance health.	X		X	X		X			X
	Example: Demonstrates how to say no, give a reason or an excuse, suggest another activity, use humor, change the subject, say no again, and walk away to refuse pressure to bully another person.									
	Example: Demonstrates how to resolve a conflict by showing how to stay calm and not make the conflict worse, assess risk of violence and leave if a weapon is present, agree that there is a problem, listen to the other person, work with them to identify choices to resolve the conflict, seek the help of a mediator if needed, and compromise on a choice that is fair for both persons.									

	Standard 6: Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.											
	<i>Students will identify the consequences of health-related decisions and develop skills to apply a decision-making process to health issues and problems, to set health goals based on personal needs, and apply strategies to monitor and achieve health goals.</i>											
5.6.1	Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.	X	X	X	X		X	X			X	
	Example: Demonstrates the ability to work with others to identify choices, identify the consequences of each choice, make the best choice, and reflect on the results of the choice when making decisions to prevent recreational injuries.											
5.6.2	Predict how decisions regarding health behaviors have consequences for self and others.	X	X	X	X	X	X	X			X	
	Example: Predicts how choices to reduce, reuse, and recycle have consequences for self and others.											
5.6.3	Demonstrate the ability to set health goals that address personal strengths, needs, and health risks.	X	X	X	X	X	X				X	
	Example: Demonstrates the ability to set short and long-term goals for physical activity based on the results of physical fitness testing.											
5.6.4	Demonstrate the ability to apply strategies and skills to monitor and attain personal health goals.	X	X	X	X	X	X				X	
	Example: Demonstrates the ability to use cues to remind them to floss their teeth in order to meet a personal health goal to floss on a daily basis.											
	Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.											
	<i>Students will describe ways to communicate accurate health information and ideas and will identify community agencies that advocate for health. Students will also develop skills to express information and ideas about health issues and work cooperatively to influence and support others to engage in healthy behaviors.</i> INSPIRE>Indiana Links>Health and Medicine											
5.7.1	Describe a variety of ways to convey accurate health information and ideas.	X	X	X	X		X			X	X	
	Example: States that health information and ideas can be communicated through the use of songs and t-shirts.											
5.7.2	Demonstrate the ability to express information and ideas about health issues.	X		X	X		X				X	
	Example: Demonstrates the ability to do a chalk talk that expresses information about the benefits of not using alcohol or other drugs.											
5.7.3	Demonstrate the ability to influence and support others in making positive health choices.	X	X	X	X	X	X	X	X	X	X	
	Example: Demonstrates the ability to create a slogan that encourages students to treat others with respect.											
5.7.4	Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.	X	X	X	X	X	X	X	X	X	X	
	Example: Demonstrates the ability to work with others to write a song to advocate for recycling paper, glass, and cans.											

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	Grade 6									
	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.									
	<i>Students develop a foundation of knowledge of the importance of assuming personal responsibility for health behaviors, the relationship between health behaviors and health, interrelationships between the dimensions of health, the influence of health behaviors on the functioning of body systems, the influence of external factors on health, causes of disease, ways to prevent injury and illness among adolescents, and key health terms and concepts.</i> INSPIRE>Links>Health & Medicine									
6.1.1	Explain the importance of assuming responsibility for personal health behaviors. Example: Explains why it is important to assume responsibility for engaging in behaviors that prevent injuries.	X	X	X	X		X		X	X
6.1.2	Explain the relationships between personal health behaviors and the prevention of injury, illness, disease, and premature death. Example: Explains that a balanced diet prevents nutritional deficiencies, helps maintain a healthy weight, and helps prevent heart disease, cancer, and diabetes.	X	X	X			X			X
6.1.3	Describe the interrelationships of mental, emotional, social, and physical health during adolescence. Example: Describes how having positive relationships with others helps people develop a positive self concept.	X	X	X	X		X			X
6.1.4	Explain how personal health behaviors influence the functioning of body systems. Example: Explains how tobacco smoke contains carbon monoxide that interferes with the ability of the respiratory and circulatory systems to deliver oxygen to the body and negatively affects athletic performance.	X	X	X	X		X			X
6.1.5	Describe how one's surroundings influence mental, emotional, social, and physical health. Example: Describes how ones community influences the mental, emotional, social, and physical health of young people (e.g., safe places for young people to gather and participate in healthy recreational activities).	X	X	X			X	X		X
6.1.6	Describe ways to reduce risks related to common health problems among adolescents. Example: Describes how to prevent the spread of cold and flu viruses.	X	X	X	X		X	X		X
6.1.7	Discuss health problems that should be detected and treated early. Example: Explains why anorexia and bulimia are health problems that should be detected and treated early.	X	X	X	X	X	X	X		X
6.1.8	Describe how pathogens are related to the cause or prevention of disease. Example: Describes safe food practices (clean, separate, cook, and chill) to prevent the spread of bacteria that cause food-related illnesses.	X	X	X	X	X	X			X
6.1.9	Explain key health terms and concepts. Example: Explains that it is normal for some young people to experience the physical and emotional changes of puberty before or after other people of the same age.	X		X	X		X			X

	Standard 2: Students will demonstrate the ability to access and evaluate health information, products, and services.									
	<i>Students will develop skills to develop guidelines for the selection and use of health information, products, and services; use sources of valid health information; explain how media influences the selection of health information, products, and services; locate health products and services; and identify the role of health-related specialists.</i> INSPIRE>EBSCO Host>Health Source									
6.2.1	Develop guidelines for wise selection and use of health information, products, and services. Example: Develops guidelines for the selection of health products including seeking recommendations from health professionals (e.g., pharmacists) and the product's price, ingredients, benefits, and warranty.	X		X	X					
6.2.2	Demonstrate the ability to utilize resources from home, school, and community that provide valid health information. Example: Demonstrates the ability to access nutrition information from community health agencies (e.g., public health department) and voluntary health organizations (e.g., American Heart Association).	X	X	X	X		X			X
6.2.3	Analyze how media influences the selection of health information, products, and services. Example: Analyzes tobacco advertisements in magazines to identify strategies used to sell tobacco products such as reward/bargain offers, health claims, personal testimony, bandwagon, false image/exaggerated benefits, great outdoors, and emotional appeal (attractiveness, maturity, affiliation, and fun/pleasure).	X	X	X	X	X	X			
6.2.4	Demonstrate the ability to locate health products and services. Example: Demonstrates the ability to locate and describe the services provided by voluntary health organizations such as the American Red Cross.	X		X			X			X
6.2.5	Identify the role of medical, dental, and other health-related specialists. Example: Describes the services provided to young people by dermatologists, optometrists, psychologists, orthodontists, and athletic trainers.	X		X	X		X			X
	Standard 3: Students will demonstrate the ability to apply self-management skills to enhance health.									
	<i>Students will develop self-management skills to handle stress and cope with grief and anger; avoid and reduce threatening situations; analyze personal health needs; develop strategies to promote personal and family health; and prevent and treat injuries.</i>									
6.3.1	Demonstrate strategies to manage stress. Example: Demonstrates the ability to identify feelings and causes of stress and identify and use strategies to deal with stress such as play, talking with a friend or trusted adult, physical activity, listening to music, deep breathing, writing in a journal, and time management.	X	X	X	X		X			X
6.3.2	Demonstrate strategies to manage grief and anger. Example: Demonstrates the ability to identify feelings associated with grief and identify and use strategies to deal with grief such as talking with a friend or trusted adult and doing or creating something to honor the memory of the pet or person that has died (e.g., create a memory book).	X	X	X	X		X			X
6.3.3	Demonstrate ways to avoid and reduce threatening situations. Example: Demonstrates strategies for thunderstorm and tornado safety.	X	X	X	X		X			X
6.3.4	Develop injury prevention and management strategies for personal and family health. Example: Demonstrates injury management strategies including rescue breathing and care for wounds, burns, bleeding, sprains, bruises, poisoning, and choking.	X	X	X	X	X	X	X	X	X
6.3.5	Demonstrate the ability to analyze a personal health assessment to determine health strengths and risks. Example: Demonstrates the ability to analyze eating behaviors to determine dietary strengths and needs.	X	X	X	X		X			X
6.3.6	Demonstrate strategies to improve or maintain personal and family health. Example: Demonstrates safety strategies for the care of babies and young children.	X	X	X	X		X	X	X	X

	Standard 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.									
	<i>Students will develop skills to analyze how the family, school, peers, and technology influence health and health behaviors and the influence of culture and media on health behaviors.</i> INSPIRE>INSPIRE Kids!>Newspaper Source									
6.4.1	Describe how the family, school, and peers influence the health and health behaviors of adolescents. Example: Describes how the family, school, and peers influence adolescents' decisions to abstain from sexual behaviors.	X		X	X		X			X
6.4.2	Describe the influence of cultural beliefs on health behaviors. Example: Describes how cultural beliefs may influence dietary behaviors such as a vegetarian diet.	X	X	X	X		X	X		X
6.4.3	Analyze how messages from media and other sources influence health behaviors. Example: Analyzes messages from television programs and movies related to the use of alcohol.	X	X	X	X		X			
6.4.4	Analyze the influence of technology on personal and family health and health behaviors. Example: Describes how technology influences dietary behaviors through the development of convenience foods such as ready to eat lunch packs.	X	X	X	X		X			
	Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.									
	<i>Students will describe behaviors that influence interpersonal communication and analyze causes of conflict among young people. Students will develop skills to use nonverbal and verbal communication, I messages, communicate assertively, and communicate care, consideration, and respect of self and others. Students will also develop attentive listening, refusal, negotiation, and conflict resolution skills.</i>									
6.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health. Example: Demonstrates the ability to match nonverbal communication with verbal communication to say no.	X	X	X	X		X			X
6.5.2	Describe how the behavior of family and peers affects interpersonal communication. Example: Describes how the use of attentive listening by family and peers affects interpersonal communication.	X	X	X	X		X			X
6.5.3	Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies. Example: Demonstrates how to use I messages to communicate anger.	X	X	X	X		X			X
6.5.4	Demonstrate ways to communicate care, consideration, and respect of self and others. Example: Demonstrates how to show respect for the ideas and opinions of others.	X	X	X	X		X		X	X
6.5.5	Demonstrate attentive listening and other communication skills to build and maintain healthy relationships. Example: Demonstrates how to initiate and sustain conversation with another person by identifying themselves and discussing experiences, interests, and values that they have in common with the other person.	X	X	X	X		X	X	X	X
6.5.6	Demonstrate refusal and negotiation skills to enhance health. Example: Demonstrates how to say no, give a reason or an excuse, suggest another activity, use humor, change the subject, delay, say no again, and walk away to refuse pressure to use tobacco.	X		X	X		X			X
6.5.7	Analyze the possible causes of conflict among youth in schools and communities. Example: Analyzes possible causes of conflicts among youth in schools such as hurt feelings, jealousy, miscommunication, possession, power/leadership struggles, and differences in expectations and values.	X	X	X	X		X			
6.5.8	Demonstrate strategies to manage conflict. Example: Demonstrates how to resolve a conflict by showing how to stay calm and not make the conflict worse, assess risk of violence and leave if a weapon is present, agree that there is a problem, listen to the other person, apologize or accept an apology, work with them to identify choices to resolving the conflict, seek the help of a mediator if needed, and compromise on a choice that is fair for both persons.	X	X	X	X		X			X

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	Grade 7									
	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.									
	<i>Students develop knowledge of the importance of assuming personal responsibility for health behaviors, the relationship between health behaviors and health, interrelationships between the dimensions of health, interrelationships between health behaviors and the functioning body systems and health, the influence of external factors on health, causes of disease, ways to prevent injury and illness among adolescents, the role of appropriate health care, and key health terms and concepts.</i> INSPIRE>Links>Health & Medicine									
7.1.1	Explain the importance of assuming responsibility for personal health behaviors. Example: Explains the importance of assuming responsibility for engaging in physical activity beyond the physical activity they engage in during physical education class.	X	X	X	X		X		X	X
7.1.2	Explain the relationship between personal health behaviors and the prevention of injury, illness, disease, and premature death. Example: Explains that sexual behaviors can result in pregnancy and sexually transmitted diseases including HIV infection.	X	X	X			X			X
7.1.3	Describe the interrelationships of mental, emotional, social, and physical health during adolescence. Example: Describes how emotional, social, and physical health are interrelated and that problems in one dimension (e.g., poor self concept) can lead to problems in the other dimensions (e.g., unwillingness to try to learn a new skill, problems with friends, and headaches due to stress).	X	X	X	X		X			X
7.1.4	Explain the interrelationships between behaviors, the functioning of body systems, and overall health. Example: Describes how diets with plenty of water, grains, vegetables, and fruits provide fiber and fluids that help food and waste products move through the digestive and excretory systems and help prevent diseases such as colon cancer.	X	X	X	X		X			X
7.1.5	Analyze interrelationships between the mental, emotional, social, and physical environment and personal health. Example: Analyzes how unhealthy social environments influence personal health.	X	X	X	X		X			X
7.1.6	Describe ways to reduce risks related to common health problems among adolescents. Example: Describes how testicular self-examination helps in the early detection of testicular cancer.	X	X	X	X		X	X		X
7.1.7	Explain how appropriate health care can prevent, detect, and treat health problems. Example: Explains how appropriate mental health care can help prevent, detect, and treat serious mental health problems such as anxiety disorders (e.g., eating disorders), mood disorders (e.g., depression), and suicide.	X	X	X	X		X			X
7.1.8	Describe how pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems. Example: Describes how exposure to allergens (e.g., tobacco smoke) and other environmental triggers (e.g., cold weather) can cause allergic reactions and asthma attacks.	X	X	X	X		X			X

7.1.9	Explain key health terms and concepts. Example: Explains that body mass index indicates the percentage of body fat.	X		X	X		X				X
	Standard 2: Students will demonstrate the ability to access and evaluate health information, products, and services.										
	<i>Students will develop skills to apply guidelines for the selection and use of health information, products, and services; use sources of valid health information; explain how media influences the selection of health information, products, and services; locate health products and services; compare health products; and identify situations requiring professional health services.</i> INSPIRE>EBSCO Host>Health Source										
7.2.1	Apply guidelines for wise selection and use of health information, products, and services. Example: Accesses health information from Internet sources that end in .gov or .org, state the purpose of the site, and state the source and date of the information provided on the site.	X	X	X	X		X				X
7.2.2	Demonstrate the ability to utilize resources from home, school, and community that provide valid health information. Example: Demonstrates the ability to access valid mental health information from school (e.g., school psychologist) and community sources (e.g., local mental health association).	X	X	X	X		X				X
7.2.3	Analyze how media influences the selection of health information, products, and services. Example: Analyzes advertisements for personal hygiene products to identify strategies used to sell the products such as reward/bargain offers, health claims, personal testimony, bandwagon, false image/exaggerated benefits, great outdoors, emotional appeal (attractiveness, maturity, affiliation, and fun/pleasure), status (snob, down home), and humor.	X	X	X	X	X	X				
7.2.4	Demonstrate the ability to locate health products and services. Example: Demonstrates the ability to locate school and community programs, spaces, and facilities for physical activity.	X		X			X				X
7.2.5	Compare generic and brand name products for cost and validity. Example: Compares generic and brand name foods for cost, ingredients, and nutritional value.	X	X	X	X		X				
7.2.6	Describe situations requiring professional health services. Example: Describes emergency illnesses (e.g., cardiac arrest) and injuries (e.g., third degree burns) that require professional health care services.	X	X	X	X	X	X				X
	Standard 3: Students will demonstrate the ability to apply self-management skills to enhance health.										
	<i>Students will develop self-management skills to handle stress and cope with grief and anger; avoid and reduce threatening situations; analyze personal health needs; develop strategies to promote personal and family health; and prevent and treat injuries.</i>										
7.3.1	Demonstrate strategies to manage stress. Example: Demonstrates the ability to identify feelings and causes of stress and identify and use strategies to deal with stress such as play, talking with a friend or trusted adult, engaging in physical activity, listening to music, deep breathing and other relaxation strategies (e.g., progressive muscle relaxation), writing in a journal, and time management.	X	X	X	X		X				X
7.3.2	Demonstrate strategies to manage grief and anger. Example: Demonstrates the ability to identify feelings and triggers of anger, calm down by counting to ten or taking deep breaths, using healthy strategies such as I messages, taking a time out or leaving the situation if appropriate, talking with a friend or trusted adult, engaging physical activity, and finding another activity (e.g., listening to music) to communicate and cope with feelings of anger.	X	X	X	X		X				X
7.3.3	Demonstrate ways to avoid and reduce threatening situations. Example: Demonstrates how to recognize and report physical, mental, or emotional abuse.	X	X	X	X		X				X
7.3.4	Develop injury prevention and management strategies for personal and family health. Example: Describes and demonstrates safety precautions for entering or being around water.	X	X	X	X	X	X	X	X	X	X

7.3.5	Demonstrate the ability to analyze a personal health assessment to determine health strengths and risks. Example: Demonstrates the ability to analyze personal perceptions and behaviors related to different types of tobacco (cigarettes, chewing tobacco) and determine whether these perceptions and behaviors are healthy or need to be reconsidered.	X	X	X	X		X			X
7.3.6	Demonstrate strategies to improve or maintain personal and family health. Example: Demonstrates strategies to prevent and care for acne.	X	X	X	X		X	X	X	X
	Standard 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.									
	Students will develop skills to analyze how the family, school, peers, and technology influence health and health behaviors; the influence of culture on health behaviors and the use of health services; and the influence of media on health behaviors. INSPIRE>EBSCO Host>Newspaper Source									
7.4.1	Describe how the family, school, and peers influence the health and health behaviors of adolescents. Example: Describes how the family, school, and peers influence adolescents' choices to engage in behaviors that prevent intentional and unintentional injuries.	X		X	X		X			X
7.4.2	Describe the influence of cultural beliefs on health behaviors and the use of health services. Example: Describes how cultural beliefs influence the use of alternative and complementary medicines (e.g., acupuncture).	X	X	X	X	X	X	X		X
7.4.3	Analyze how messages from media and other sources influence health behaviors. Example: Analyzes the lyrics of popular music for messages related to alcohol and other drugs.	X	X	X	X		X			
7.4.4	Analyze the influence of technology on personal and family health and health behaviors. Example: Describes how technology has led to new and improved safety equipment for physical activities and sports.	X	X	X	X		X			
	Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.									
	Students will describe behaviors that influence interpersonal communication and analyze causes of conflict among young people. Students will develop skills to use nonverbal and verbal communication, I messages, communicate assertively, and communicate care, consideration, and respect of self and others. Students will also develop attentive listening, refusal, negotiation, and conflict resolution skills.									
7.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health. Example: Demonstrates the ability to match nonverbal communication with verbal communication to express care and concern for a friend or family member who has a problem.	X	X	X	X		X			X
7.5.2	Describe how the behavior of family and peers affects interpersonal communication. Example: Describes how the use of I and you messages by family and peers affects interpersonal communication.	X	X	X	X		X			X
7.5.3	Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies. Example: Demonstrates the ability to assertively communicate health care needs and concerns with family members and health care providers (e.g., physicians).	X	X	X	X		X			X
7.5.4	Demonstrate ways to communicate care, consideration, and respect of self and others. Example: Demonstrates how to provide constructive criticism by showing how to select the right time and place, focus on things that can be changed, and providing advice that is positive, specific, and helpful.	X	X	X	X		X			X
7.5.5	Demonstrate attentive listening and other communication skills to build and maintain healthy relationships. Example: Demonstrates attentive listening skills by showing how to pay careful attention to verbal and nonverbal communication, listen to understand, not interrupt, and provide verbal and nonverbal feedback that reflects the speakers verbal and nonverbal communication.	X	X	X	X		X	X	X	X
7.5.6	Demonstrate refusal and negotiation skills to enhance health. Example: Demonstrates how to say no, give a reason or an excuse, suggest another activity, use humor, change the subject, delay, reverse the pressure, say no again, and walk away to refuse pressure to engage in sexual activity.	X		X	X		X			X

7.5.7	Analyze the possible causes and results of conflict among youth in schools and communities. Example: Analyzes possible causes and results of conflicts among youth in communities such as hurt feelings, jealousy, miscommunication, possessions, power/leadership struggles, prejudice, and differences in expectations and values.	X	X	X	X								
7.5.8	Demonstrate strategies to manage conflict. Example: Demonstrates how to resolve a conflict by showing how to stay calm and not make the conflict worse, assess risk of violence and leave if a weapon is present, agree that there is a problem, listen to the other person and try to see their point of view, apologize or accept an apology, work with them to identify choices to resolving the conflict, seek the help of a mediator if needed, and compromise on a choice that is fair for both persons.	X	X	X	X		X						X
	Standard 6: Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.												
	<i>Students will identify the consequences of health-related decisions and develop skills to work with others to apply a decision-making process to health issues and problems, to set health goals based on personal needs, and apply strategies to monitor and achieve health goals.</i>												
7.6.1	Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. Example: Demonstrates the ability to work with others to identify choices, identify the consequences of each choice, make the best choice, and reflect on the results of the choice when making decisions related to plan a school lunch menu for one week.	X	X	X	X		X	X					X
7.6.2	Predict how decisions regarding health behaviors have consequences for self and others. Example: Predicts how choices related to alcohol and other drug use have consequences for self and others.	X	X	X	X	X	X	X					X
7.6.3	Demonstrate the ability to set health goals that address personal strengths, needs, and health risks. Example: Demonstrates the ability to set short and long-term goals for maintaining hygiene based on personal health needs (e.g., acne or orthodontia).	X	X	X	X	X	X						X
7.6.4	Demonstrate the ability to design a plan that includes strategies to monitor and attain personal health goals. Example: Demonstrates the ability to design a plan to achieve a goal to drink at least eight glasses of water a day that includes the use of substitution of water for beverages that have little or no nutritional value and/or contain large amounts of caffeine (e.g., pop).	X	X	X	X		X						X
	Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.												
	<i>Students will analyze ways to communicate accurate health information and ideas. Students will also develop skills to express information and opinions about health issues and work cooperatively to influence and support others to engage in healthy behaviors.</i> INSPIRE>Indiana Links>Health and Medicine												
7.7.1	Analyze various communication methods to accurately express health information and ideas. Example: Analyzes the advantages and disadvantages of using letters, posters, songs, slogans, t-shirts, bumper stickers, chalk talks, skits, banners, and public service announcements as ways to accurately express health information and ideas.	X	X	X	X		X						
7.7.2	Demonstrate the ability to express information and opinions about health issues. Example: Demonstrates the ability to create a poster that presents nutrition information.	X	X	X	X		X						X
7.7.3	Demonstrate the ability to influence and support others in making positive health choices. Example: Demonstrates the ability to create a banner to encourage others to engage in physical activity.	X	X	X	X	X	X	X					X
7.7.4	Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools. Example: Demonstrates the ability to work with others to create a video to encourage others to abstain from sexual intercourse.	X	X	X	X	X	X	X	X				X

INDICATOR NUMBER	<p>CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR HEALTH</p> <p>Release date 2003</p>	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Grade 8									
	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.									
	<i>Students will develop skills to analyze the validity of health information, products, and services; use sources of valid health information; explain how media influences the selection of health information, products, and services; locate health products and services; compare health products; and develop guidelines for the use of professional health services.</i> INSPIRE>Links>Health&Medicine									
8.1.1	Explain the importance of assuming responsibility for personal health behaviors. Example: Explains the importance of assuming responsibility for personal health behaviors including engaging in physical activity and healthy eating and abstaining from sexual intercourse, tobacco, alcohol and other drugs, and behaviors that lead to intentional and unintentional injuries.	X	X	X	X		X		X	X
8.1.2	Explain the relationships between personal health behaviors and the prevention of injury, illness, disease, and premature death. Example: Explains how body piercing and tattooing increase one's risk of bacterial infections and lifelong diseases such as hepatitis and HIV infection.	X	X	X			X			X
8.1.3	Describe the interrelationships of mental, emotional, social, and physical health during adolescence. Example: Describes how mental, emotional, social, and physical health are interrelated using an example related to adolescent health.	X	X	X	X		X			X
8.1.4	Explain the interrelationships between behaviors, the functioning of body systems, and overall health. Example: Explains how alcohol use acts as a depressant on the central nervous system, which in turn impairs an individual's ability to safely operate a motor vehicle and leads to alcohol-related motor vehicle crash injuries and deaths.	X	X	X	X		X			X
8.1.5	Analyze interrelationships between the mental, emotional, social, and physical environment and personal health. Example: Analyzes how hazardous weather conditions and natural and man-made disasters influence personal and community health.	X	X	X	X		X			X
8.1.6	Describe ways to reduce risks related to common health problems among adolescents. Example: Describes how to help a friend or family member who is showing warning signs of depression.	X	X	X	X		X	X		X
8.1.7	Explain how appropriate health care can prevent, detect, and treat health problems. Example: Explains how regular visits to a dentist can prevent, detect, and treat oral health problems such as tooth decay.	X	X	X	X		X			X

8.1.8	Describe how pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems. Example: Describes how a family history of certain diseases increases one's risk of developing the disease (e.g., high blood pressure).	X	X	X	X		X			X
8.1.9	Explain key health terms and concepts. Example: Explains that metastasis is the spreading of cancer cells from a malignant tumor to other parts of the body.	X		X	X		X			X
	Standard 2: Students will demonstrate the ability to access and evaluate health information, products, and services.									
	<i>Students will develop skills to analyze the validity of health information, products, and services; use sources of valid health information; explain how media influences the selection of health information, products, and services; locate health products and services; compare health products; and develop guidelines for the use of professional health services.</i> INSPIRE>EBSCO Host>Health Source									
8.2.1	Analyze the validity of health information and health products and services. Example: Analyzes the quality of weight loss programs by determining whether the programs promote gradual weight loss (one to two pounds per week) and maintenance of weight loss, support changes in eating habits and physical activity, have staff comprised of qualified counselors and health professionals (registered dietitians, doctors, nurses, psychologists, exercise physiologists, and certified health educators), provide training for the use of strategies that promote long-term success (e.g., social support), and provide flexible and suitable food choices that do not rely on diet drinks and prepackaged foods.	X	X	X	X		X			X
8.2.2	Demonstrate the ability to utilize resources from home, school, and community that provide valid health information. Example: Demonstrates the ability to locate valid information related to the cause and prevention of injuries by using the Internet (e.g., Centers for Disease Control and Prevention/ National Center for Injury Prevention and Control) and accessing community health agencies (e.g., police departments) and voluntary health agencies (e.g., American Red Cross).	X	X	X	X		X			X
8.2.3	Analyze how media influences the selection of health information, products, and services. Example: Analyzes advertisements for alcohol products to identify strategies used to sell alcohol such as reward/bargain offers, health claims, personal testimony, bandwagon, false image/exaggerated benefits, great outdoors, emotional appeal (attractiveness, maturity, affiliation, and fun/pleasure), status (snob, down home), humor, product comparison, scientific evidence, and "we care about you".	X	X	X	X	X	X			
8.2.4	Demonstrate the ability to locate and evaluate health products and services. Example: Demonstrates the ability to locate and evaluate community mental health services (e.g., crisis center).	X	X	X	X		X			X
8.2.5	Compare the costs and validity of health products. Example: Demonstrates the ability to compare over-the-counter generic and brand name medicines for cost, active ingredients, uses, directions, and warnings.	X	X	X	X		X	X		X
8.2.6	Develop guidelines for the use of professional health services. Example: Develops guidelines for the use of professional health services based on the type of care needed (e.g., preventive, primary, specialty, acute, emergency, or rehabilitation).	X	X	X	X		X		X	
	Standard 3: Students will demonstrate the ability to apply self-management skills to enhance health.									
	<i>Students will develop self-management skills to handle stress and cope with grief and anger; avoid and reduce threatening situations; analyze personal health needs; develop strategies to promote personal and family health; and prevent and treat injuries.</i>									
8.3.1	Demonstrate strategies to manage stress. Example: Demonstrates the ability to identify feelings and causes of stress and identify and use strategies to deal with stress such as talking with a friend or trusted adult, engaging in physical activity, listening to music, deep breathing and other relaxation strategies (e.g., progressive muscle relaxation), cognitive strategies (e.g., imagery), writing in a journal, and time management.	X	X	X	X		X			X
8.3.2	Demonstrate strategies to manage grief and anger.	X	X	X	X		X			X

	Example: Demonstrates the ability to identify feelings associated with grief and to identify and use strategies to deal with grief such as talking with a friend or trusted adult, doing or creating something to honor the memory of the pet or person that has died (e.g., planting a tree), or locating a support group.									
8.3.3	Demonstrate ways to avoid and reduce threatening situations.	X	X	X	X		X			X
	Example: Demonstrates how to avoid and reduce threats from other people by showing how to walk with confidence and a purpose, assertively communicate to the threatening person to leave them alone (loudly say no, leave me alone, go away), stay or get away from the threatening person, and seek help from a trusted adult.									
8.3.4	Develop injury prevention and management strategies for personal and family health.	X	X	X	X	X	X	X	X	X
	Example: Demonstrates injury management strategies including rescue breathing and care for shock, wounds, burns, bleeding, bruises, sprains, poisoning, and choking.									
8.3.5	Demonstrate the ability to analyze a personal health assessment to determine health strengths and risks.	X	X	X	X		X			X
	Example: Demonstrates the ability to analyze personal perceptions and behaviors related to alcohol and other drugs and determine whether these perceptions and behaviors are healthy or need to be reconsidered.									
8.3.6	Demonstrate strategies to improve or maintain personal and family health.	X	X	X	X		X	X	X	X
	Example: Demonstrates strategies for oral health care including brushing, flossing, and caring for teeth with orthodontia.									
	Standard 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.									
	<i>Students will develop skills to analyze how the family, school, peers, and technology influence health and health behaviors; the influence of culture on health behaviors and the use of health services; and the influence of media on health behaviors.</i> INSPIRE>EBSCO Host>Newspaper Source									
8.4.1	Describe how the family, school, and peers influence the health and health behaviors of adolescents.	X		X	X		X			X
	Example: Describes how the family, school, and peers influence the dietary behaviors of adolescents.									
8.4.2	Describe the influence of cultural beliefs on health behaviors and the use of health services.	X	X	X	X	X	X	X		X
	Example: Describes how different cultures have different norms and meaning attached to nonverbal communication including personal space, touch, and eye contact.									
8.4.3	Analyze how messages from media and other sources influence health behaviors.	X	X	X	X		X			
	Example: Analyzes how messages from advertising influence adolescents' perceptions and behaviors related to sexual activity.									
8.4.4	Analyze the influence of technology on personal and family health and health behaviors.	X	X	X	X		X			
	Example: Analyzes how technological changes in exercise equipment influence personal and family physical activity.									
	Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.									
	<i>Students will describe behaviors that influence interpersonal communication and analyze causes of conflict among young people. Students will develop skills to use nonverbal and verbal communication, I messages, communicate assertively, and communicate care, consideration, and respect of self and others. Students will also develop attentive listening, refusal, negotiation, and conflict resolution skills.</i>									
8.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health.	X	X	X	X		X			X
	Example: Demonstrates the ability to match verbal and nonverbal assertive communication skills to avoid or get away from threatening situations.									
8.5.2	Describe how the behavior of family and peers affects interpersonal communication.	X	X	X	X		X			X
	Example: Describes how the use of passive, aggressive, and assertive communication strategies by family and peers affects interpersonal communication.									

8.5.3	Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive skills communication strategies.	X	X	X	X		X			X
	Example: Demonstrates how to use verbal and nonverbal assertive rather than passive or aggressive communication skills to express wants to friends and family members.									
8.5.4	Demonstrate ways to communicate care, consideration, and respect of self and others.	X	X	X	X		X			X
	Example: Demonstrates ways to communicate concern for a friend or family member who has an alcohol or other drug problem.									
8.5.5	Demonstrate attentive listening and other communication skills to build and maintain healthy relationships.	X	X	X	X		X	X	X	X
	Example: Demonstrates attentive listening by showing how to pay careful attention to verbal and nonverbal communication, listen to understand, be patient, provide freedom from interruptions, provide nonverbal feedback, and clarify or restate the issue or problem.									
8.5.6	Demonstrate refusal and negotiation skills to enhance health.	X		X	X		X			X
	Example: Demonstrates how to say no, give a reason or an excuse, suggest another activity, use humor and sarcasm, change the subject, delay, reverse the pressure, say no again, and walk away to refuse pressure to use alcohol or other drugs.									
8.5.7	Analyze the possible causes and results of conflict among youth in schools and communities.	X	X	X	X					
	Example: Analyzes possible causes and results of conflicts among youth in communities such as hurt feelings, jealousy, miscommunication, possessions, power/leadership struggles, prejudice, and differences in needs, wants, expectations, and values.									
8.5.8.	Demonstrate strategies to manage conflict.	X	X	X	X		X			X
	Example: Demonstrates how to resolve a conflict by showing how to stay calm and not make the conflict worse, assess risk of violence and leave if a weapon is present, agree that there is a problem, listen to the other person and try to see their point of view, back off or give them a way out, apologize or accept an apology, work with them to identify choices to resolving the conflict, seek the help of a mediator if needed, and compromise on a choice that is fair for both persons.									
	Standard 6: Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.									
	<i>Students will identify the consequences of health-related decisions and develop skills to work with others to apply a decision-making process to health issues and problems, to set health goals based on personal needs, and apply strategies to monitor and achieve health goals.</i>									
8.6.1	Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.	X	X	X	X		X	X		X
	Example: Demonstrates the ability to identify choices, identify the consequences of each choice, make the best choice, and reflect on the results of the choice when making decisions related to physical activity.									
8.6.2	Predict how decisions regarding health behaviors have consequences for self and others.	X	X	X	X	X	X	X		X
	Example: Predicts how decisions related to tobacco use have consequences for self and others.									
8.6.3	Demonstrate the ability to set health goals that address personal strengths, needs, and health risks.	X	X	X	X	X	X			X
	Example: Demonstrates the ability to set short and long-term goals for mental health (e.g., academic achievement) based on personal strengths, needs, and values.									
8.6.4	Demonstrate the ability to design a plan that includes strategies to monitor and attain personal health goals.	X	X	X	X		X			X
	Example: Demonstrates the ability to design a plan to increase or maintain physical activity that includes strategies for overcoming barriers to physical activity.									

	Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.									
	<i>Students will analyze ways to communicate accurate health information and ideas and will identify barriers to advocating for health. Students will also develop skills to express information and opinions about health issues and work cooperatively to influence and support others to engage in healthy behaviors.</i> INSPIRE>Indiana Links>Health & Medicine									
8.7.1	Analyze various communication methods to accurately express health information and ideas. Example: Analyzes the advantages and disadvantages of using letters, posters, songs, slogans, t-shirts, bumper stickers, chalk talks, skits, banners, public service announcements, petitions, e-mail, and Websites as ways to accurately express health information and ideas.	X	X	X	X		X			
8.7.2	Demonstrate the ability to express information and opinions about health issues. Example: Demonstrates the ability to create a public service announcement that provides facts regarding the risks of unintended pregnancy and sexually transmitted diseases including HIV infection.	X	X	X	X		X			X
8.7.3	Identify barriers to effective communication of information, ideas, feelings, and opinions about health issues. Example: Identifies barriers to effective communication of information, ideas, feelings, and opinions about health issues such as lack of knowledge and lack of confidence in one's written and verbal communication skills.	X	X	X	X		X			
8.7.4	Demonstrate the ability to influence and support others in making positive health choices. Example: Demonstrates the ability to create a cartoon that encourages others to practice transportation safety.	X	X	X	X	X	X	X	X	X
8.7.5	Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools. Example: Demonstrates the ability to work with others to create a Website that encourages others to abstain from tobacco, alcohol, and other drugs.	X	X	X	X	X	X	X	X	X

INDICATOR NUMBER	<p>CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR HEALTH</p> <p>Release date 2003</p>	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Basic									
	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.									
	<i>Students develop advanced knowledge of personal responsibility for health behaviors, the relationship between health behaviors and health promotion and disease prevention, interrelationships between the dimensions of health, interrelationships between health behaviors and the functioning body systems and health, the influence of external factors on health, ways to prevent injury and illness throughout the life span, advances in medicine and the prevention and control of health problems, and complex health terms and concepts.</i> INSPIRE>Links>Health & Medicine									
9.1.1	Analyze the role of individual responsibility for enhancing health.	X	X	X	X	X	X			
	Example: Analyses the role of individual responsibility for protecting the environment and preventing injuries and deaths due to unintentional and intentional injuries, physical inactivity, improper dietary behaviors, sexual behaviors, and the use of tobacco, alcohol, and other drugs.									
9.1.2	Analyze how behavior can impact health maintenance and disease prevention.	X	X	X	X	X	X			
	Example: Analyzes how physical activity improves mental health and reduces the risk of premature death and developing coronary heart disease, hypertension, colon cancer, and diabetes.									
9.1.3.	Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.	X	X	X	X		X			X
	Example: Describes how higher levels of education are related to physical health.									
9.1.4	Explain the interrelationships between behaviors, the functioning of body systems, and overall health.	X	X	X	X		X			X
	Example: Explains how sexual behaviors can lead to sexually transmitted diseases that can damage the reproductive (e.g., chlamydia) and immune (HIV infection) systems and lead to infertility (e.g., chlamydia) and lifelong illness and death (e.g., HIV infection).									
9.1.5	Analyze how environment influences personal and community health.	X	X	X	X		X			
	Example: Describes how local sources of air and water pollution can influence both personal and community health.									
9.1.6	Describe how to delay the onset of and reduce risks related to potential health problems during adulthood.	X	X	X	X		X			X
	Example: Describes how physical activity, healthy eating, and not using tobacco reduce the risk of cardiovascular disease and cancer.									
9.1.7	Describe health issues common at different stages of life.	X	X	X	X		X			X
	Example: Describes health issues common among the elderly including osteoporosis, arthritis, and Alzheimer's disease.									
9.1.8	Analyze how the prevention and control of health problems are influenced by research and medical advances.	X	X	X	X		X	X		
	Example: Describes how the prevention and control of cancer has been influenced by research and medical advances.									

9.1.9	Explain complex health terms and concepts. Example: Explains that combined use of certain drugs (e.g., alcohol and barbiturates) can result in a synergistic effect that is greater than the effect of the two drugs independently.	X	X	X	X		X			X
	Standard 2: Students will demonstrate the ability to access and evaluate health information, products, and services.									
	<i>Students will develop advanced skills to verify the validity of health information, products, and services; develop guidelines to evaluate sources of health information; evaluate factors that influence the selection of health information, products, and services; locate health services; compare health services; and develop guidelines for the use of professional health services.</i> INSPIRE>EBSCO Host>Health Source									
9.2.1	Provide evidence to support the validity of health information, health products, and services. Example: Provides evidence regarding the quality of physical activity programs by determining whether the programs promote gradual increases in physical activity behavior, have staff comprised of qualified physical activity professionals (physical educators, certified health educators, certified personal trainers, exercise psychologists, and physiologists), provide training for the use of strategies that promote long-term maintenance of physical activity (e.g., social support), and provide opportunities for participation in a wide range of physical activities and programs the are safe and enjoyable.	X	X	X	X	X	X			
9.2.2	Develop guidelines to evaluate resources from home, school, and community that provide valid health information. Example: Develops guidelines to evaluate resources from home, school, and community that provide valid alcohol and other drug information including guidelines regarding the reliability of the source and whether or not the information is up-to-date and accurate.	X	X	X	X	X	X	X		X
9.2.3	Evaluate factors that influence personal selection of health products and services. Example: Evaluates the influence of internal (knowledge, likes/dislikes, needs, wants, and desires) and external (media, friends, family members) factors on the selection of personal hygiene products.	X	X	X	X	X	X			
9.2.4	Demonstrate the ability to access school and community health services for self and others. Example: Demonstrates the ability to access health services and provide school personnel including the dietician, nurse, psychologist, athletic trainer, health education teacher, and physical education teacher.	X	X	X	X	X	X			X
9.2.5	Analyze the cost and accessibility of health care services. Example: Analyzes the cost of health care services including those provided by the public health department, community health clinics, private health clinics, urgent care facilities, and hospital emergency rooms.	X	X	X	X		X			
9.2.6	Develop guidelines for the use of professional health services. Example: Develops guidelines for accessing the health care system such as entering the system at the lowest level of care where one can be treated (e.g., primary care providers for preventive health services) and how the care is going to be paid for (e.g., the provider of health care services has a contract to provide services to the managed care organization which provides health insurance to the patient).	X	X	X	X	X	X	X		X
	Standard 3: Students will demonstrate the ability to apply self-management skills to enhance health.									
	<i>Students will demonstrate advanced self-management skills to design, implement, and evaluate strategies to handle stress and cope with grief and anger; avoid, reduce, and report threatening situations; evaluate personal health needs; develop strategies to promote personal, family, and community health; and prevent and treat injuries.</i>									
9.3.1	Demonstrate the ability to design, implement, and evaluate strategies to manage stress. Example: Demonstrates the ability to design, implement, and evaluate strategies to manage stress including talking with a friend or trusted adult, engaging in physical activity, humor (e.g., watching a funny television program), listening to music, deep breathing and other relaxation strategies (e.g., progressive muscle relaxation), cognitive strategies (e.g., imagery), writing in a journal, and time management.	X	X	X	X	X	X			X

9.3.2	Evaluate strategies to manage grief and anger.	X	X	X	X	X	X				
	Example: Evaluates strategies to manage anger including calming down (counting to ten or taking deep breaths), I messages, taking a time out, leaving the situation, talking with a friend or trusted adult, engaging in physical activity, writing in a journal, finding another activity (e.g., listening to music), and doing something productive (e.g., homework).										
9.3.3	Demonstrate ways to avoid, reduce, and report threatening situations.	X	X	X	X		X				X
	Example: Demonstrates ways to avoid, reduce, and report sexual assault.										
9.3.4	Develop injury prevention and management strategies for personal, family, and community health.	X	X	X	X		X				
	Example: Demonstrates injury management strategies including care for wounds, burns, bruises, sprains, poisoning, severe bleeding, shock, broken bones, choking, the Heimlich Maneuver, rescue breathing, and CPR.										
9.3.5	Demonstrate the ability to evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.	X	X	X	X		X				X
	Example: Demonstrates the ability to evaluate personal perceptions and behaviors related to intentional and unintentional injury prevention to determine strategies for risk reduction related to injuries.										
9.3.6	Develop strategies to improve or maintain personal, family, and community health.	X	X	X	X	X	X				
	Example: Develops strategies to prevent drinking and driving in order to maintain personal, family, and community health.										
	Standard 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.										
	<i>Students will develop advanced skills to analyze how the family, school, peers, communities, media, and technology influence personal, family, and community health and health behaviors; how culture enriches and challenges health behaviors; and how policies and regulations influence health promotion and disease prevention.</i> INSPIRE>EBSCO Host>Newspaper Source										
9.4.1	Analyze the influences of family, peers, schools, and communities on the health and health behavior of individuals.	X	X	X	X	X	X				
	Example: Analyzes the influence of family, peers, schools, and communities on the use of tobacco by individuals.										
9.4.2	Analyze how cultural diversity enriches and challenges health behaviors.	X	X	X	X	X	X				
	Example: Analyzes how cultural diversity enriches and challenges healthy eating.										
9.4.3	Evaluate the effect of media and other factors on personal, family, and community health and health behaviors.	X	X	X	X		X				
	Example: Evaluates the effect of local newspapers and television news programs on personal, family, and community health behaviors related to environmental health.										
9.4.4	Evaluate the impact of technology on personal, family, and community health and health behaviors.	X	X	X	X		X				
	Example: Evaluates the impact of technology on personal (e.g., personal flotation devices), family (e.g., smoke detectors), and community injury prevention and management (e.g., instructions from the National Weather Service).										
9.4.5	Analyze how public health policies and government regulations influence health promotion and disease prevention.	X	X	X	X	X	X				
	Example: Analyzes how laws related to sale, distribution, and use of alcohol influence the prevention of unintentional and intentional injuries and deaths.										
	Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.										
	<i>Students will describe behaviors that influence interpersonal communication and analyze causes of conflict. Students will develop advanced skills to use nonverbal and verbal communication, I messages, communicate assertively, and communicate care, consideration, and respect of self and others. Students will also develop advanced attentive listening, refusal, negotiation, collaboration, and conflict resolution skills.</i>										
9.5.1	Demonstrate skills for communicating effectively with family, peers, and others.	X	X	X	X		X				X
	Example: Demonstrates how to match verbal with nonverbal and nonverbal communication for dealing with pressure to use tobacco, alcohol and other drugs.										
9.5.2	Analyze how interpersonal communication affects relationships.	X	X	X	X	X	X				
	Example: Analyzes how interpersonal communication builds and maintains relationships between friends and family members.										
9.5.3	Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies.	X	X	X	X		X				X
	Example: Demonstrates appropriate ways to end relationships.										

9.5.4	Demonstrate ways to communicate care, consideration, and respect of self and others. Example: Demonstrates how to show respect for the sexual limits of others.	X	X	X	X		X		X	X
9.5.5	Demonstrate strategies for solving interpersonal conflicts without harming self or others. Example: Demonstrates how to stay calm and not make the conflict worse, agree that there is a problem, listen to the other person and try to see their point of view, agree to disagree, use humor, apologize or accept an apology, collaborate to identify choices to resolving the conflict, seek the help of a mediator if needed, and compromise on a choice that is fair for both persons.	X	X	X	X		X		X	X
9.5.6	Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations. Example: Demonstrates how to say no, give a reason or an excuse, suggest another activity, use humor and sarcasm, change the subject, delay, reverse the pressure, say no again, and walk away to refuse pressure to ride with a driver that is under the influence of alcohol or other drugs.	X	X	X	X		X			X
9.5.7	Analyze the possible causes of conflict in schools, families, and communities. Example: Analyzes the possible causes of conflict in families such as emotional needs, hurt feelings, jealousy, desires for independence and privacy, miscommunication, wants, possessions, time, money, differences in expectations, and family members that abuse alcohol or other drugs, and have physical and mental health problems and mental and physical disabilities.	X	X	X	X	X	X			
9.5.8	Demonstrate strategies used to prevent conflict. Example: Demonstrates how to resolve a conflict by showing how to stay calm and not make the conflict worse, assess risk of violence and leave if a weapon is present, agree that there is a problem, listen to the other person and try to see their point of view, back off or give them a way out, use humor, apologize or accept an apology, work with them to identify choices to resolving the conflict, seek the help of a mediator if needed, and compromise on a choice that is fair for both persons.	X	X	X	X		X			X
	Standard 6: Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.									
	<i>Students will identify the health concerns that require collaborative decision-making and the short- and long-term consequences of health-related decisions. Students will develop advanced skills to make health decisions, set health goals based on personal needs, and design, implement, and evaluate plans to achieve health goals.</i>									
9.6.1	Demonstrate the ability to utilize various strategies when making decisions related to the health needs and risks of young adults. Example: Demonstrates the ability to utilize various strategies such as seeking additional information in order to identify choices, identify the consequences of each choice, make the best choice, and reflect on the results of the choice when making decisions related to dating relationships.	X	X	X	X		X			X
9.6.2	Analyze health concerns that require collaborative decision-making. Example: Analyzes how diabetes management requires collaborative decision-making between an adolescent, their family, their physician, and other school personnel such as teachers, coaches, the school nurse, and the school dietician.	X	X	X	X	X	X			
9.6.3	Predict the immediate and long-term impact of health decisions on the individual, family, and community. Example: Predicts the immediate and long-term impact of decisions to engage in sexual behavior on individual, family, and community health.	X	X	X	X	X	X	X		
9.6.4	Demonstrate the ability to design and implement a plan for achieving a personal health goal. Example: Demonstrates the ability to design and implement a plan for achieving a personal health goal for stress management.	X	X	X	X		X			X

9.6.5	Demonstrate the ability to evaluate progress toward achieving personal health goals.	X	X	X	X		X				X
	Example: Demonstrates the ability to evaluate progress toward achieving personal health goals related to healthy eating.										
9.6.6	Formulate an effective plan for lifelong health that adapts to changing needs.	X	X	X	X	X	X				
	Example: Formulates an effective plan for promoting lifelong physical activity that adapts to changing needs.										
	Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.										
	<i>Students will evaluate ways to communicate accurate health information and ideas. Students will also develop advanced skills to express information and opinions about health issues, use strategies to overcome barriers to advocating about health, and work cooperatively to influence and support others to engage in healthy behaviors.</i> INSPIRE>Indiana Links> Health & Medicine										
9.7.1	Evaluate the effectiveness of communication methods for accurately expressing health information and ideas related to health issues.	X	X	X	X	X	X				
	Example: Evaluates the effectiveness of using letters, posters, songs, slogans, t-shirts, bumper stickers, chalk talks, skits, banners, public service announcements, petitions, newspaper articles and cartoons, letters to the editor, speeches, e-mail, and Websites as ways to accurately express health information and ideas.										
9.7.2	Demonstrate the ability to give accurate information and express opinions about health issues.	X	X	X	X	X	X	X	X	X	X
	Example: Demonstrates the ability to write and deliver a speech that provides accurate information and expresses opinions about drinking and driving.										
9.7.3	Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.	X	X	X	X	X	X	X	X	X	X
	Example: Utilizes strategies, such as practice and seeking support and constructive feedback, in order to overcome a barrier, such as lack of confidence in one's verbal communication skills to present information, ideas, feelings, and opinions about health issues.										
9.7.4	Demonstrate the ability to influence and support others in making positive health choices.	X	X	X	X	X	X	X	X	X	X
	Example: Demonstrates the ability to write and produce a public service announcement about recognizing, preventing, and reporting sexual harassment.										
9.7.5	Demonstrate the ability to work cooperatively when advocating for healthy families, schools, and communities.	X	X	X	X	X	X	X	X	X	X
	Example: Demonstrates the ability to work with others to develop and present a petition to advocate for healthy vending machine, ala carte, and concession stand choices that support healthy eating in schools.										
9.7.6	Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.	X	X	X	X	X	X	X	X	X	X
	Example: Demonstrates the ability to adapt health messages and communication techniques by creating a skit for elementary school students that encourages them not to use tobacco, alcohol, or other drugs.										

INDICATOR NUMBER	<p>CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR HEALTH</p> <p>Release date 2003</p>	ILS 1 ACCESSES INFORMATION	ILS 2 EVALUATES INFORMATION	ILS 3 USES INFORMATION	ILS 4 PURSUES INFORMATION	ILS 5 APPRECIATES INFORMATION	ILS 6 GENERATES KNOWLEDGE	ILS 7 RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	ILS 8 PRACTICES ETHICAL BEHAVIOR	ILS 9 SHARES AND COLLABORATES
	Advanced									
	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.									
	<i>Students will develop sophisticated knowledge of personal responsibility for health, the relationship between health behaviors and health promotion and disease prevention, interrelationships between the dimensions of health (mental, emotional, social, and physical) throughout life, the influence of external factors on health and growth and development, ways to prevent injury and illness throughout the life span, care by families for the very young and the very old, worldwide health issues, and complex health terms and concepts.</i>									
	INSPIRE>Links>Health&Medicine									
10.1.1	Analyze the extend to which individuals are responsible for enhancing health and safety in the community and the workplace.	X	X	X	X	X	X			
	Example: Analyzes the extent to which individuals are responsible for enhancing health and safety in the workplace.									
10.1.2	Analyze how behavior can impact health maintenance and disease prevention.	X	X	X	X	X	X			
	Example: Analyzes how healthy eating, physical activity, not using tobacco, not using alcohol and other drugs, and avoiding behaviors that lead to unintended pregnancy, sexually transmitted diseases including HIV infection, and unintentional and intentional injuries impact health promotion and disease prevention.									
10.1.3.	Describe the interrelationships of mental, emotional, social, and physical health throughout the stages of life.	X	X	X	X		X			X
	Example: Describes the interrelationships of mental, emotional, social, and physical health among the elderly.									
10.1.4	Form hypotheses regarding the influence of physical, mental, social, and environmental health on the growth and development of select populations.	X	X	X	X	X	X			
	Example: Forms hypotheses regarding the influence of physical, mental, social, and environmental health on the growth and development of infants and young children.									
10.1.5	Analyze how the social and economic environment influences the health of the community.	X	X	X	X	X	X			
	Example: Analyzes how poverty influences the health of the community.									
10.1.6	Describe how to delay onset of and reduce risks related to potential health problems throughout the life span.	X	X	X	X		X			X
	Example: Describes how to delay the onset of and reduce risks related to osteoporosis.									
10.1.7	Explain ways in which American families accommodate and care for their infants, children, and elderly.	X	X	X	X	X	X	X	X	X
	Example: Explains ways in which American families accommodate and care for elderly family members.									
10.1.8	Explain conclusions drawn from worldwide health issues.	X	X	X	X		X			X
	Example: Explains conclusions regarding the cause and prevention of worldwide environmental health problems.									
10.1.9	Explain complex health terms and concepts.	X	X	X	X		X			X
	Example: Explains that the United State's Healthy People initiative provides national goals promoting health and preventing disease among Americans.									

	Standard 2: Students will demonstrate the ability to access and evaluate health information, products, and services.										
	<i>Students will develop sophisticated skills to examine arguments regarding the validity of health information, products, and services; describe the role of the government in related to the advertising of health products; evaluate health programs; identify trends in health care delivery; and describe individual rights and responsibilities related to health care.</i> INSPIRE>EBSCO Host>Health Source										
10.2.1	Describe potential controversy regarding the validity of health information, products, and services. Example: Describes how advances in or misrepresentation of science may challenge existing knowledge regarding the validity of health information, products, and services.	X	X	X	X	X	X				
10.2.2	Describe the role of government agencies in regulating advertising claims related to health. Example: Describes the role of the Food and Drug Administration in regulating advertising claims related to foods and drugs.	X	X	X	X		X				X
10.2.3	Describe the effectiveness, accessibility, and inclusiveness of a health program in supporting individual and public health. Example: Describes basic criteria for eligibility in public health programs including School Lunch, Food Stamps, WIC (Women, Infants, and Children), the Children's Health Insurance Program, Medicaid, and Medicare.	X	X	X	X		X				X
10.2.4	Identify trends in the health care delivery system. Example: Identifies trends related to health insurance coverage among Americans.	X		X							
10.2.5	Describe individual rights and responsibilities within the health care system. Example: Describes individual rights within the health care system including access to information, necessary care, specialists, emergency rooms, a fair appeal process, protected doctor-patient relationships, and health maintenance organization and managed care organization accountability.	X	X	X	X		X				X
	Standard 3: Students will demonstrate the ability to apply self-management skills to enhance health.										
	<i>Students will demonstrate sophisticated self-management skills to design, implement, and evaluate strategies to handle stress and cope with grief and anger; avoid, reduce, and report threatening situations; evaluate personal health needs; develop strategies to promote personal, family, and community health; and prevent and treat injuries.</i>										
10.3.1	Demonstrate the ability to design, implement, and evaluate strategies to manage stress. Example: Demonstrates the ability to design, implement, and evaluate strategies to manage stress including talking with a friend or trusted adult, engaging in physical activity, humor (e.g., watching a funny television program), listening to music, deep breathing and other relaxation strategies (e.g., progressive muscle relaxation), cognitive strategies (e.g., imagery), writing in a journal, time management, and professional help.	X	X	X	X		X				X
10.3.2	Evaluate strategies to manage grief and anger. Example: Evaluates strategies to manage grief such as talking with a friend or trusted adult, doing or creating something to honor the memory of the pet or person that has died, locating a support group, and professional help.	X	X	X	X	X	X				
10.3.3	Demonstrate ways to avoid, reduce, and report threatening situations. Example: Demonstrates ways to avoid, reduce, and report dating violence.	X	X	X	X		X				X
10.3.4	Apply injury prevention and management strategies for personal, family, and community health. Example: Applies injury management strategies including care for wounds, burns, bruises, sprains, poisoning, severe bleeding, shock, broken bones, choking, the Heimlich Maneuver, rescue breathing, CPR, heat and cold emergencies, and sudden illnesses including seizures, fainting, hyperglycemia and hypoglycemia, and stroke.	X	X	X	X		X				X
10.3.5	Demonstrate the ability to evaluate a personal health assessment to determine strategies for health enhancement and risk reduction. Example: Demonstrates the ability to evaluate personal perceptions and behaviors related to physical activity to determine strategies for engaging in regular physical activity.	X	X	X	X		X				X

10.3.6	Develop strategies to improve or maintain personal, family, and community health.	X	X	X	X	X	X			
	Example: Develops strategies for safe food preparation, serving, and storage to prevent food borne illness and maintain personal, family, and community health.									
	Standard 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.									
	<i>Students will develop sophisticated skills to analyze how the family, school, peers, community, media, and technology influence personal, family, and community health and health behaviors; the benefits and challenges of culture on health behaviors; and how policies and regulations influence health promotion and disease prevention.</i> INSPIRE>EBSCO Host>Newspaper Source									
10.4.1	Analyze the influences of family, peers, and community have on the health and health behavior of individuals.	X	X	X	X	X	X			
	Example: Analyzes the influences of family, peers, and community have on individual behaviors to protect the environment and prevent injuries and deaths due to unintentional and intentional injuries, physical inactivity, improper dietary behaviors, sexual behaviors, and tobacco, alcohol, and other drug use.									
10.4.2	Analyze the benefits and challenges that different cultures provide in relation to health behavior.	X	X	X	X	X	X			
	Example: Analyzes the benefits and challenges that different cultures provide in relation to the use of alcohol.									
10.4.3	Research and evaluate the effect of media and other factors on personal, family, and community health and health behaviors.	X	X	X	X	X	X			
	Example: Researches and evaluates the effect of media including television, movies, and video games on violent behaviors that compromise personal, family, and community health.									
10.4.4	Research and evaluate the impact of technology on personal, family, and community health and health behaviors.	X	X	X	X	X	X			
	Example: Researches and evaluates the impact of medical technology on personal, family, and community health.									
10.4.5	Research and analyze how public health policies and government regulations influence health promotion and disease prevention	X	X	X	X	X	X			
	Example: Researches and analyzes how public health policies and government regulations related to tobacco use influence health promotion and disease prevention.									
	Standard 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.									
	<i>Students will describe behaviors that influence interpersonal communication and analyze causes of conflict. Students will develop sophisticated skills to use nonverbal and verbal communication, I messages, communicate assertively, and communicate care, consideration, and respect of self and others. Students will also develop advanced attentive listening, refusal, negotiation, collaboration, and conflict resolution skills.</i>									
10.5.1	Describe the social, economic, and physical factors that influence family structures and interpersonal relations.	X	X	X	X		X	X		X
	Example: Describes how economic factors influence family structure (e.g., dual income) and interpersonal relations.									
10.5.2	Demonstrate strategies for resolving interpersonal conflicts through refusal, negotiation, and collaboration skills.	X	X	X	X		X			X
	Example: Demonstrates how to stay calm and not make the conflict worse, agree that there is a problem, listen to the other person and try to see their point of view, agree to disagree, use humor, apologize or accept an apology, collaborate to identify choices to resolving the conflict, seek the help of a lay or professional counselor if needed, and compromise on a choice that is fair for both persons.									
10.5.3	Analyze the possible causes and results of conflict in schools, families, and communities.	X	X	X	X	X	X			
	Example: Analyzes the possible causes and results of conflict in communities such as miscommunication, power/leadership struggles, prejudice, and differences in needs and access to services between groups of different socioeconomic status.									

	Standard 6: Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.									
	<i>Students will identify the health concerns that require collaborative decision-making and the short and long-term consequences of health-related decisions. Students will develop sophisticated skills to make collaborative health decisions, set health goals based on personal needs, and design, implement, and evaluate plans to achieve lifelong health goals.</i>									
10.6.1	Work cooperatively with others to identify potential solutions to personal family and community health concerns. Example: Demonstrates the ability to work with others to identify potential solutions to community environmental health concerns.	X	X	X	X	X	X	X	X	X
10.6.2	Predict the immediate and long-term impact of health decisions on the individual, family, and community. Example: Predicts the immediate and long-term impact of decisions related to transportation safety on individual, family, and community health.	X	X	X	X	X	X	X		
10.6.3	Demonstrate the ability to design and implement a plan for achieving a personal health goal. Example: Demonstrates the ability to design and implement a plan for achieving a personal goal for physical activity.	X	X	X	X		X			X
10.6.4	Demonstrate the ability to evaluate progress toward achieving personal health goals. Example: Demonstrates the ability to evaluate progress toward achieving personal goals for abstaining from the use of tobacco, alcohol, and other drugs.	X	X	X	X		X			X
10.6.5	Demonstrate the ability to formulate an effective plan for lifelong health that adapts to changing needs. Example: Demonstrates the ability to formulate an effective plan for lifelong weight management that adapts to changing needs.	X	X	X	X	X	X			
10.6.6	Formulate plans of action to address the health needs of individuals at various life stages. Example: Formulates plans of action to secure well baby and child care for infants and young children.	X	X	X	X	X	X			
	Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.									
	<i>Students will research ways to effectively communicate accurate health information and ideas. Students will also develop sophisticated skills to express information and opinions about health issues, use strategies to overcome barriers to advocating about health, work cooperatively to influence and support others to engage in healthy behaviors, and tailor advocacy message strategies to a specific audience.</i> INSPIRE>Indiana Links>Health & Medicine									
10.7.1	Research and evaluate the effectiveness of communication methods for accurately expressing health information and ideas. Example: Researches and evaluates the effectiveness of using letters, billboards, public service announcements, petitions, newspaper articles and cartoons, letters to the editor, speeches, e-mail, and Websites as ways to accurately express health information and ideas.	X	X	X	X	X	X			
10.7.2	Demonstrate the ability to give accurate information and express opinions about health issues. Example: Demonstrates the ability to write a letter to the editor to give accurate information and express opinions about environmental health issues.	X	X	X	X	X	X	X	X	X
10.7.3	Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues. Example: Utilizes strategies such as reviewing videotapes of practice sessions and seeking support and constructive feedback in order to overcome a barrier such as lack of confidence in one's verbal communication skills to present information, ideas, feelings, and opinions about health issues.	X	X	X	X	X	X	X	X	X

10.7.4	Demonstrate the ability to influence and support others in making positive health choices.	x	x	x	x	x	x	x	x	x
	Example: Demonstrates the ability to design a billboard to influence and support others to not use tobacco.									
10.7.5	Demonstrate the ability to work cooperatively when advocating for healthy families, schools, and communities.	x	x	x	x	x	x	x	x	x
	Example: Demonstrates the ability to create a computer presentation for the local school board to advocate for access to school spaces and facilities for physical activity by community members before and after the school day, on weekends, and during summer and other vacations.									
10.7.6	Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.	x	x	x	x	x	x	x	x	x
	Example: Demonstrates the ability to develop public service announcements to encourage middle school students to not bully, fight, or carry weapons.									
10.7.7	Evaluate techniques for supporting community, state, and federal agencies that advocate for healthier communities.	x	x	x	x	x	x	x	x	
	Example: Evaluates techniques for supporting community, state, and federal agencies that advocate for healthier communities including letters to the editor, and letters, e-mails, telephone calls, facsimiles, and visits to elected officials (e.g., mayor).									